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U.S. Division of  
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A wartime training  
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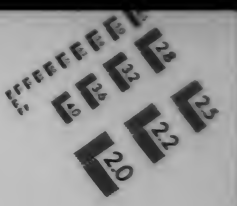
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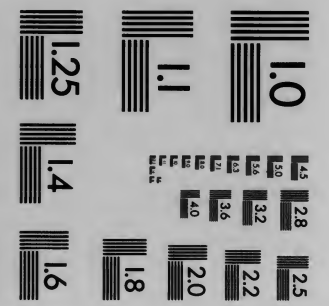
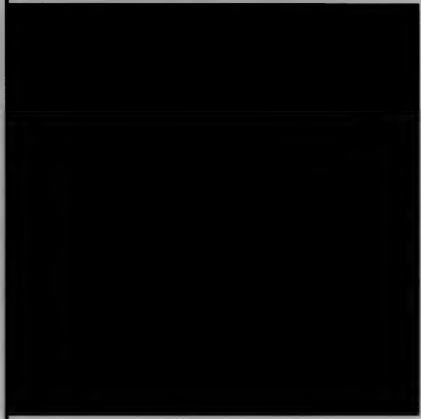
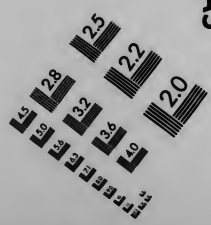
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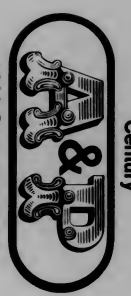
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# **A Wartime Training Program for Store Supervisors and Department Heads**

**"How To Teach An Employee"**

**INSTRUCTOR'S OUTLINES  
and  
SUPPLEMENTARY SHEETS**



**Federal Security Agency  
U. S. OFFICE OF EDUCATION  
VOCATIONAL DIVISION  
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Paul H. Nyström

A WARTIME TRAINING PROGRAM FOR STORE SUPERVISORS AND DEPARTMENT HEADS

"How To Teach an Employee"

Instructor's Outlines

and

Supplementary Sheets



Columbia  
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*114 - Paul H. Myerson*

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FOREWORD

These training outlines and supplementary materials are provided to guide instructors in teaching retailers and other distributors to meet successfully the wartime problem of on-the-job training. This problem of breaking in new workers and retraining experienced employees is of first importance today in every retail and wholesale organization.

The techniques of teaching, which many executives must acquire in order to do more effective training, are known, and in this course they are streamlined to meet current wartime demands for speed. The use of these streamlined techniques by executives in any sales organization will step up the skill, knowledge, and attitudes or morale of each employee to a new but necessary "all-out" level.

This custom-made short course has been prepared on the basis of careful analysis, experience, and observation. It has been tested, revised, and tested again and again until it includes only the absolute essentials. It is intended to aid experienced executives of large or small businesses and deals solely with the problem of how to teach both new and experienced employees more efficiently.

An acknowledgment is due the Training Within Industry Branch of the Labor Division, War Production Board, for the example it has set in its Job Instructor Training Plan and for the instructional materials it has produced, adaptations from which have been made in this publication. An expression of appreciation is particularly due Paul Mertz and J. W. Dietz of this organization for their cooperation and helpful suggestions.

The outlines and supplementary sheets in this publication were prepared by John Dillon, Teacher Trainer, Distributive Education, Indiana University, with the assistance of G. Henry Richert, Regional Agent, Distributive Education, U. S. Office of Education; Glen I. Myers, Distributive Education Area Supervisor for Northern Illinois; H. H. Davison, Distributive Education Supervisor for Chicago, Illinois; and Harry M. Oakley, Field Instructor, Distributive Education, Indiana University, under the direction of B. Frank Kyker, Chief, Business Education Service, U. S. Office of Education.

An expression of appreciation is due the personnel and training directors of the various retail establishments in Indianapolis, Indiana, and in Milwaukee, Wisconsin, with whose store personnel these training-session outlines and supplementary sheets were first experimentally employed.

J. C. Wright

Assistant U. S. Commissioner  
for Vocational Education

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OUTLINE OF THE 12-HOUR TRAINING PROGRAM FOR  
STORE SUPERVISORS AND DEPARTMENT HEADS IN HOW TO TEACH AN EMPLOYEE

First Meeting - 2 Hours

1. Introduce the custom-made 12-hour course on "How to Teach an Employee."
2. Sell the members of the group on the benefits they and others will derive through mastery of this efficient technique.
3. Illustrate the weaknesses of the two common training methods--telling and showing.
4. Illustrate the sure-fire (modified) demonstration method for breaking in new workers and improving the performance of experienced employees.

Second Meeting - 2 Hours

1. Illustrate the need for making a material or task analysis by using two sample teaching jobs.
2. Instruct and provide practice in making a material or task analysis.

Third Meeting - 2 Hours

1. Explain the four basic steps to follow in instructing an employee how to perform any specific part of his job.
2. Show the close similarity between the processes of making a sale and teaching an individual.
3. Explain the principles of learning used in teaching an employee.
4. Illustrate that the same basic teaching process can be used in a wide variety of teaching situations found in business.
  - a. Teaching an employee how to do a manipulative type of task.
  - b. Teaching an employee some necessary facts and teaching him how to use them on the job.
  - c. Helping an employee modify an attitude.

Fourth Meeting - 2 Hours

and

Fifth Meeting - 2 Hours

1. Give supervised practice in handling each type of teaching situation.



Sixth Meeting - 2 Hours

1. Stress the importance of creating and maintaining a relationship between executive and employee which will expedite training efforts.
2. Explain how some special instruction problems may be overcome if an instructor finds that he is confronted by them.
3. Explain necessary follow-up after teaching.
4. Review or restate the four SKILLS which this course is designed to improve.
  - a. How to get ready.
  - b. How to analyze a task.
  - c. How to instruct.
  - d. How to follow up.
5. Sell each member on using what he has learned on his job—starting today!

A WARTIME TRAINING PROGRAM  
FOR  
STORE SUPERVISORS AND DEPARTMENT HEADS  
"How To Teach an Employee"

Instructor's Outline

F I R S T M E E T I N G -- 2 hours

WHAT THIS MEETING IS TO ACCOMPLISH:

1. Introduce the "custom-made" 12-hour course on "How To Teach an Employee."
2. Sell the members of the group on the benefits they and others will derive through mastery of this efficient technique.
3. Illustrate the weaknesses of the two common training methods--telling and showing.
4. Illustrate the sure-fire demonstration method\* for breaking in new workers and improving the performance of experienced employees.

\*See Supplementary Material, Sheet No. 9.

GET READY BEFORE the meeting starts:

Be there 15 minutes ahead of time. Be sure you have sufficient 5" x 8" cards for names, your instructor's outline, a piece of electric-light wire, a supply of problem sheets, and sufficient "How To Instruct" cards.

Arrange the chairs around a table. Don't let your members' first impression be one of a classroom.

You must believe in the value of these meetings and be enthusiastic about this aid to fellow executives.

Study carefully the supplementary sheets for this meeting.

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Time Table

See Supplementary Sheets

Start on time STEP I. PREPARATION OF GROUP MEMBERS

- |         |  |
|---------|--|
| 10 min. | <ol style="list-style-type: none"><li>1. Establish informal atmosphere and put group at ease. . . . (No. 1)</li><li>2. Explain what this is all about. Why are we here?<ol style="list-style-type: none"><li>(a) A Nation-wide program to help executives "sharpen their tools of teaching." . . . (No. 2)</li></ol></li></ol> |
|---------|--|

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

	(b) Not here to <u>tell</u> members how to run their jobs.	
	(c) To deal with one single problem common to all supervisors--job training.	
	3. Ask who will benefit and explain how.	. . . (No. 3)
	(a) The executive personally.	
	(b) The business or organization.	
	(c) The employees.	
25 min.	(d) The buying public.	
	4. Explain why executives <u>today</u> must do a more efficient job of instructing their employees than ever before.	. . . (No. 4)
	(a) Wartime conditions.	. . . (No. 7)
30 min.	(b) About 80 percent of every supervisor's job is teaching.	
	5. Get acquainted with group.	. . . (No. 5)
	(a) Get a record of total supervisory experience.	
	6. Present wartime training problems in retail and wholesale businesses.	. . . (No. 2)
35 min.	7. Distribute and discuss problem sheets.	. . . (No. 6)
	(a) Do the members of <u>this</u> group have similar problems?	
	(b) Could these problems be <u>solved</u> or <u>helped</u> by better-trained employees?	
45 min.		
-----		
	STEP II. PRESENTATION OF MATERIAL TO BE LEARNED	
	(1. Scope of clinic; 2. Demonstration method)	
	1. Present the scope of this 12-hour clinic.	. . . (No. 2)
	(a) One phase only of the broad field of supervisor training is to be considered in these meetings; i.e., job instruction, or how to get AN employee to do A job or single task correctly.	
50 min.	2. Discuss faulty instruction as practiced by many otherwise effective executives.	. . . (No. 8)
	Ask the group: "What method do you use to teach an employee a new task?"	
	Note: Narrow down, by brief discussion, comments of group to telling, showing, and DEMONSTRATION METHOD. Use three different members as learners: One for telling, another for showing, and another for correct instruction.	
1 hr.		

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

- (a) Illustrate limitations of telling method with underwriters knot . . . (No. 8)

Note: This job in itself is unimportant and perhaps unfamiliar to most members of the group. A task outside the experience of most persons in retailing has been deliberately selected as an illustration in order to have a real learning situation. Members should visualize this demonstration in terms of THEIR OWN TASKS in their own departments.

- (1) TELL the selected learner how to tie the fire underwriters knot--slowly, accurately, and IN DETAIL.
- (2) Hand the member the cord and ask him to tie it.
- (3) Discuss with the group why the learner failed.
- (4) Explain that much of the instruction in the store is telling--thousands of new workers are BEING TOLD at this very moment. How many of them really understand?
- (5) Emphasize that IF THE WORKER HASN'T LEARNED, THE INSTRUCTOR HASN'T TAUGHT.

- (b) Illustrate limitations of showing method with underwriters knot. . . (No. 8)

1 hr.  
10 min.

- (1) SHOW second selected learner how to tie the knot.  
BE SURE he sees it BACKWARDS. DON'T explain--REMAIN ABSOLUTELY SILENT.
- (2) Hand the cord to the member and ask him to tie it.
- (3) Discuss with the group why the learner failed.
- (4) Explain that countless thousands of employees are being SHOWN how to do their jobs at this very moment. How many of them understand?
- (5) Emphasize that if the worker hasn't learned, the instructor hasn't taught.

1 hr.  
15 min.

- (c) Illustrate a SURE and DEPENDABLE method that works EVERY TIME--  
DEMONSTRATION METHOD. . . (No. 9)

- (1) Select third learner and have him come up in front of the group.
- (2) Explain setting.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

	(3) Give correct instruction.	
	<u>Note:</u> The success of your following work depends upon how well you do this job. Do it PERFECTLY.	
1 hr. 25 min.	(4) Follow the FOUR BASIC STEPS.	. . . (No. 16)

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STEP III. ASSIMILATION--APPLICATION BY LEARNERS  
OF MATERIAL PRESENTED

- |                  |   |                |
|------------------|---|----------------|
| 1 hr.<br>40 min. | <ol style="list-style-type: none"> <li>1. Ask the group to point out the significant differences between faulty and correct instruction in the illustrations (telling and showing vs. "demonstration method").               <ol style="list-style-type: none"> <li>(a) Cite own difficulties with training before mastering this technique.</li> <li>(b) Ask members for reasons why "demonstration method" is practical and effective.</li> </ol> </li> </ol>   | . . . (No. 16) |
| 1 hr.<br>45 min. | <ol style="list-style-type: none"> <li>2. Explain how the FOUR BASIC steps apply to "on-the-job training."               <ol style="list-style-type: none"> <li>(a) STRESS THE FACT that the "demonstration method" followed a simple but definite plan.                   <ol style="list-style-type: none"> <li>(1) List the FOUR BASIC STEPS and subpoints on the board. (See "How To Instruct" card.)</li> <li>(2) Discuss how each of the four steps was followed by the instructor in the illustration (tying the underwriters knot correctly).</li> </ol> </li> </ol> </li> <li>3. Apply the principles of the illustration (underwriters knot) to typical store tasks.               <ol style="list-style-type: none"> <li>(a) Ask group for illustrations of some common tasks which they must teach employees to perform. . . . (No. 6)</li> <li>(b) Ask the members if they feel that their own techniques of instruction can be improved.</li> <li>(c) Explain why the FOUR BASIC STEPS should be used in the teaching that each member of the group must do.</li> <li>(d) Indicate some typical training situations in which you (instructor) have used this method of teaching.</li> </ol> </li> </ol> |                |

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

1 hr. 4. Explain the importance of careful follow-up on each job of teaching.  
50 min.

- (a) Put newly trained employee on his own.
- (b) Explain with whom he is to check if he has any difficulty.
- (c) Check frequently.
- (d) Taper off extra coaching.

1 hr.  
53 min.

IV. TESTING FOR UNDERSTANDING AND ABILITY TO DO

1. Ask members to describe in their own words exactly what part of a supervisor's job this 12-hour course is designed to cover.
2. Ask members to indicate who will benefit from an increase in the "ability to teach" on the part of an executive in a retail sales organization. . . . (No. 3)
3. Ask for comments on the three illustrations of teaching a worker how to perform a task.
  - (a) Why is telling ineffective?
  - (b) Why is the "demonstration method" more effective than just showing?
4. Ask for questions on points that are not clear.
5. Erase the FOUR BASIC STEPS from the board and ask each member to take a blank sheet of paper and list the four steps. Ask the members to state in a sentence or two what they think each step is to accomplish.

1 hr.  
58 min.

SUMMARY and assignment for next meeting.

1. Distribute "How To Instruct" cards.
2. Explain that the following meetings will be devoted to "learning by doing," in which each member will be given an opportunity for practice in actual instruction.
3. Call for two volunteers to illustrate their present teaching methods at the next meeting.  
Ask these two volunteers to remain after the meeting for further directions.
4. Close the meeting promptly at the scheduled time with appropriate remarks.

2 hrs.

A WARTIME TRAINING PROGRAM  
FOR  
STORE SUPERVISORS AND DEPARTMENT HEADS  
"How To Teach an Employee"

Instructor's Outline

S E C O N D M E E T I N G -- 2 hours

WHAT THIS MEETING IS TO ACCOMPLISH:

1. Illustrate the need for making a "material or task analysis" by using sample teaching jobs.
2. Instruct and provide practice in making a "material or task analysis."

GET READY BEFORE the meeting starts:

Study this outline and supplementary material even though you have handled meetings of this type before. Be at the meeting place 15 minutes ahead of time.

Write the FOUR STEPS (with subheads) on the blackboard. Place them on the right side of the board. Leave space to list the four things an instructor must do to GET READY. Arrange chairs as instructed for the first meeting.

Have a supply of blank "task analysis" sheets.

Study carefully the supplementary sheets for this meeting.

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Time Table

See Supplementary Sheets

Start on time STEP I. PREPARATION OF GROUP MEMBERS

- |         |   |
|---------|---|
| 1.      | In your opening remarks, greet the group, expressing gratification at their interest in improving <u>WARTIME DISTRIBUTION</u> through better job instruction, as evidenced by their presence. |
| (a)     | Create an informal atmosphere and put group at ease. . . (No. 1)  |
| (b)     | Review first meeting briefly. Emphasize three points:   |
| 5 min.  | (1) There is not <u>time</u> enough today to let an employee "learn" his job. He <u>must</u> be taught. . . . (No. 2)   |
|         | (2) There are many advantages to the "demonstration method."  |
| 10 min. | (3) If the worker hasn't <u>learned</u> , the instructor hasn't <u>taught</u> . . . . (No. 4)   |
| 2.      | Use illustrations of typical teaching jobs.   |

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY



Time Table

20 min.

- (a) Ask two members of the group to show how they would instruct a worker on a typical task selected from their own department.
  - (1) Explain that these two samples are not expected to be perfect, that they are put on to help bring out some fundamental points to be discussed at this meeting.
  - (2) Ask members to take their "How To Instruct" cards and note how nearly the practice teaching job follows the suggested procedure.
- (b) Ask for a volunteer to be the "learner" for the first illustration.
  - (1) Be sure the "learner" does NOT already know the job.

NOTE: Jot down steps and key points on a "task analysis" sheet as the sample is put on. This will aid you in proving a need for an analysis. . . . (No. 10)  
 . . . (No. 13)

- (c) At the completion of the practice teaching job, have the group point out errors and omissions they have observed. . . (No. 11)

- (1) Bring out particularly in:

Step I -- Preparation

Instructor's attitude toward the learner.  
 Whether approach was reasonably natural.

Step II -- Presentation

Whether too much was attempted.  
 Steps omitted or not made clear.  
 "Key points" not explained.  
 "Hazy" or "superficial" explanation given.

Step III -- Application

Whether learner was asked how he would do it.  
 Whether learner tried his hand.  
 Whether learner could have applied principles to meet slight variations found on the job.

Step IV -- Testing

Lack of complete "check" made.  
 Lack of thoroughness in illustration.  
 Whether learner knew why.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY



Time Table

30 min.	<p>Check on understanding of specific "key points" to see if the instructor has taught them.</p> <p>(d) Call on the other volunteers.</p>
40 min.	<p>NOTE: Write steps and key points on a "task analysis" sheet as before. . . . (No. 10)  . . . (No. 13)</p> <p>(e) Discuss second practice teaching job in same manner as first.</p> <p>(f) Thank members for their cooperation. Explain that these members were "good sports" to be "guinea pigs" to help bring out fundamental points often overlooked.</p> <p>(g) These practice teaching jobs were not too successful because the "instructors" did not have the "fine points" nor the method of presenting them clearly <u>organized</u>.</p> <p>(1) Point out that these weaknesses are almost universal.</p> <p>(2) Explain that these illustrations are typical of much instruction in stores <u>at this very moment</u>. However, they were better than that <u>done in many retail and wholesale businesses</u>.</p>
50 min.	<p>-----</p> <p>STEP II. PRESENTATION OF MATERIAL TO BE LEARNED  (1. Getting ready to instruct; 2. Making a teaching analysis)</p> <p>1. Present the four things an instructor should do to GET READY to instruct.</p> <p>(a) Place at top of the blackboard the heading: "How To Get Ready."</p> <p>(b) Put down each of the four "get ready" responsibilities as they are discussed. Use the headings as they appear on the "How To Instruct" cards. . . . (Nos. 12, 13, 14)</p>
1 hr. 5 min.	<p>2. Give instruction in making a "material or task analysis" of a specific task which an employee must be taught to perform as a part of his work. . . . (No. 13)</p> <p>(a) Break down the task--make a "task analysis." This is the "get ready" point that requires special attention.</p> <p>Distribute blank "analysis" sheets to each member of the group. . . . (No. 10)</p> <p>(b) Explain why "analysis" is necessary.</p>

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

1 hr. 15 min.	(1) We "think" we know a job when we really don't.
	(2) We know it so well that we overlook the points that "stump" the learner.
	(3) The instructor knows the task so well that he doesn't plan how to put it over to the learner.
1 hr. 30 min.	(c) Put a sample "task analysis" on the board. For your example use one of the tasks that a member attempted to teach.
	(1) Bring out STEPS and KEY POINTS to be mastered.
	(2) Define a STEP. Explain how small a segment it is.
	(3) Explain a KEY POINT
	. . . (No. 13)

-----

STEP III. ASSIMILATION--APPLICATION BY LEARNERS OF MATERIAL PRESENTED

1. Have the group break down the two volunteer jobs on the "analysis" sheets provided.  
  
Make clear ~~that~~ few words are required.  
  
Make clear that analysis can be done easily and quickly after a little practice.
2. Discuss the making and use of the "task analysis" in everyday training.
  - (a) If three or four tasks are broken down each week, all the "critical" jobs in the department can soon be covered.
  - (b) Everyone should make his own analysis.
  - (c) Analysis sheets are NOT to be given to workers. They are for the instructor's own use in clarifying and organizing his own thinking about the task to be learned by the employee.
  - (d) Finished analysis sheets may be kept in 3-ring binders for ready reference.
3. Restate the four "get-ready" responsibilities by stressing that they should and can be done quickly.

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WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

STEP IV. TESTING FOR UNDERSTANDING AND ABILITY TO DO

1. Check on understanding of the four things an instructor must do to GET READY to instruct.

(a) Have members tell how to get ready and why it is necessary.

(b) Have members tell why experienced persons often shoot over the heads of the trainees.

(c) Have members explain the difference between a "step or idea to be taught" and a "key point to be mastered."

1 hr.  
50 min.

2. Check the "analysis" sheets prepared by each member.

Point out the strong and weak points.

1 hr.  
55 min.

-----  
SUMMARY and assignment for next meeting.

1. Refer to "How To Instruct" card, pointing out that the two sides outline the whole job-instructor's plan.
2. Ask each member to select from his own department one or two simple tasks that can be taught to another member during the practice period. Ask that each member make a complete "task analysis" of his tasks and bring it to the next meeting.
3. Explain that at the next meeting instruction will be given on how to use the four basic teaching steps in handling each of the three most common types of teaching situations which confront an executive.
4. Adjourn the session promptly at the scheduled time.

2 hrs.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

A WARTIME TRAINING PROGRAM  
FOR  
STORE SUPERVISORS AND DEPARTMENT HEADS  
"How To Teach an Employee"

Instructor's Outline

T H I R D M E E T I N G -- 2 hours

WHAT THIS MEETING IS TO ACCOMPLISH:

1. Explain the four basic steps to follow in instructing an employee how to perform any specific part of his job.
2. Show the close similarity between the process of making a sale and teaching an individual.
3. Explain some principles of learning that apply when teaching an employee.
4. Illustrate that the same basic teaching process can be used in a wide variety of teaching situations found in business.

GET READY BEFORE the meeting starts:

Be there ahead of time. Greet each member with a smile and call him by name. (You must know the name of each member by the third meeting.)

Have large cards lettered with the standard points to be taught in this meeting. These cards can be hung up only after the points are developed on the board. . . . (No. 23)

Study carefully the supplementary sheets for this meeting.

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Time Table

See Supplementary Sheets

Start on time STEP I. PREPARATION OF GROUP MEMBERS

- |         |  |
|---------|--|
| 5 min.  | <ol style="list-style-type: none"><li>1. State that you recognize the fact that most retail and wholesale executives already understand the basic principles of making a sale.<ol style="list-style-type: none"><li>(a) Through their own experience as salesmen.</li><li>(b) Through familiarity with the practices of salespersons in their organization.</li><li>(c) Through extensive studies and research already made on the problem of "why and how people buy."</li><li>(d) Through the acceptance of the modern concept of selling--<br/>"helping a customer select the right merchandise to meet her needs."</li></ol></li></ol> |
| 10 min. |  |

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

- |         |   |
|---------|---|
| 20 min. | <p>2. Point out similarity between selling and teaching. . . . (No. 15)</p> <p>(a) Explain that an executive or top salesperson can be as effective a teacher of other employees as he is a salesman.</p> <p>(b) Show how every executive is engaged in a teaching situation when he:</p> <ul style="list-style-type: none"> <li>(1) Gives directions to an employee.</li> <li>(2) Answers questions on system or policy.</li> <li>(3) Presents new information.</li> <li>(4) Explains and develops skill in a manipulative task.</li> <li>(5) Creates an attitude or corrects misinformation.</li> </ul> <p>(c) Place the selling and teaching chart on the board or have it on a large card.</p> <p>Ask the group: "Do you give as much attention to <u>how you teach your employees</u> as you do to <u>how you handle your customers</u>?"</p> <p>-----</p> |
|         | <p>STEP II. PRESENTATION OF MATERIAL TO BE LEARNED</p> <p>1. Review the steps in the teaching process: . . . (No. 16)</p> <p><u>Note:</u> The following four basic steps have been used in preceding meetings. The basic principles underlying the use of these steps should be explained. It is important that the instructor emphasize these steps.</p> <p style="padding-left: 40px;"><u>Step I</u> -- Preparing the learner . . . (No. 16)</p> <p style="padding-left: 40px;"><u>Step II</u> -- Presenting the new subject matter to be learned.</p> <p style="padding-left: 40px;"><u>Step III</u> -- Assimilation--application by learners of material presented.</p>   |
| 30 min. | <p style="padding-left: 40px;"><u>Step IV</u> -- Testing for understanding and ability to <u>do</u>.</p> <p>2. Present the principles of learning to use when instructing an employee. . . . (No. 17)</p> <p>(a) Learner must be <u>ready</u> to learn.</p> <p>(b) Learner must be <u>interested</u> in what he is being taught.</p> <p>(c) Learner must have a <u>good attitude</u> toward what he is being taught.</p> <p>(d) Learner must <u>participate</u> mentally and physically if he is to learn.</p>  |

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

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|---------|---|
| 40 min. | <p>(e) Learner must <u>repeat or use</u> what has been taught.</p> <p>3. Describe and illustrate the three common types of teaching situations.</p> <p>(a) Teaching an employee <u>how to do</u> a manipulative type of task.</p> <p style="padding-left: 40px;">Illustrations: Counting back change, wrapping a package, making out a sales ticket, and operating a cash register.</p> |
| 45 min. | <p>(b) Teaching an employee some <u>necessary facts</u> and how to use them on the job.</p> <p style="padding-left: 40px;">Illustrations: Selling points of an item of merchandise, new rules and regulations, change in store policy, and ways in which customer must care for new kind of fabric.</p>   |
| 50 min. | <p>(c) Helping an employee <u>modify an attitude</u>.</p> <p style="padding-left: 40px;">Illustration: Relationships with new employees, willingness to participate in drives and campaigns resulting from war efforts, extra work due to shortage of help, and cooperation with management in conforming to new Government regulations.</p>  |
| 55 min. | <p>-----</p>  |

STEP III. ASSIMILATION--APPLICATION BY LEARNERS OF MATERIAL PRESENTED

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|------------------|--|
| 1 hr.<br>25 min. | <p>1. Discuss each of the sample demonstrations given by the instructor.</p> <p>(a) Ask each member to complete his analysis of each demonstration.</p> <p>(b) Place on the board the "task analysis" of the demonstration (dealing with facts and attitudes) prepared by the instructor, and have each member check his listing against the points in that analysis.</p> <p>(c) Be certain that the group members thoroughly understand how to make and use analyses of the three teaching situations, especially those dealing with facts and attitudes.</p> |
| 1 hr.<br>30 min. | <p>2. Ask members to explain in their own words what each step in the teaching process is intended to accomplish.</p> <p>(a) Check for technical correctness.</p> <p>(b) Check for understanding rather than for simple memorization.</p> <p>3. Discuss the principles of learning.</p>  |

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

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|------------------|---|
| 1 hr.<br>45 min. | <p>(a) Ask members to give examples from their own experience which will show how these principles may be applied in actual practice. . . . (No. 17)</p> <p>(b) Encourage the members to participate in a discussion of these principles as a means of assimilating them.</p> |
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STEP IV. TESTING FOR UNDERSTANDING AND ABILITY TO DO

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|------------------|--|
| 1 hr.<br>50 min. | <p>1. Pass out attached check sheet.</p> <p>2. Ask the members to check each statement.</p> <p>3. Go over the statements with the group, indicating the correct answers and commenting on any points of misinformation or lack of understanding.</p> |
|------------------|--|
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SUMMARY and assignment for next meeting.

1. Refer to "How To Instruct" cards. Point out that on the two sides of the card the WHOLE job-instruction plan is outlined.
2. Inform members that each should select a SIMPLE TASK from those he actually supervises and be prepared to "put it over" to another member.
  - (a) Announce that as many members as time will permit will demonstrate instruction at the next meeting; the remaining members will present their demonstrations at the following meeting.
  - (b) Have each member indicate the task or problem he intends to use as his practice demonstration.
    - (1) If the task selected is too big for a simple demonstration, help the member select a simpler one.
    - (2) Have each member plan to select a task that will require no more than a 15-minute period of instruction.
    - (3) Have each member bring all the necessary materials and supplies to provide for ample "practice" in step III.
  - (c) Be sure each member understands that the use of the complete, correct instruction procedure is now expected.
    - (1) Tell the group that the four "get-ready" items, particularly the job break-down and the "four basic steps of instruction," will be checked.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY



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Time Table

- 1 hr.            (2) Make clear that each member should bring his COMPLETED  
55 min.            teaching analysis sheet.
3. Close the meeting with a BRIEF "SALES TALK" on the personal advantages to be derived from becoming a good instructor.
- (a) Use the practice and drill sessions that follow to enable each member to "get the feel of the instructing tools."
- (b) Explain that practice will develop in each member the correct instructing habits, so that these will "come natural" to him.
- 2 hrs. 4. Adjourn the meeting promptly at the scheduled time.



(Duplicate this check sheet and pass out to members as part of Step IV, TESTING.)

CHECK SHEET

1. The numerous studies of WHY and HOW individuals buy have revealed many tendencies which have proved valuable when observed by salespersons. True ( ) False ( )
2. In modern selling, there has been an increasing emphasis placed on meeting the customers' needs. True ( ) False ( )
3. There is a very close similarity between the processes of making a sale and teaching a learner. True ( ) False ( )
4. All teaching in the average retail store is done with groups in the training department. True ( ) False ( )
5. It is more important that a department head give personal attention to special customers than that he give time and attention to the teaching of his workers. True ( ) False ( )
6. List the "Four Basic Teaching Steps."
  - Step 1. \_\_\_\_\_
  - Step 2. \_\_\_\_\_
  - Step 3. \_\_\_\_\_
  - Step 4. \_\_\_\_\_
7. In a war period, executives cannot afford to take the time necessary to get the learner ready before presenting the new ideas that he must master. True ( ) False ( )
8. Very little learning will take place unless the learner is interested in what he is being taught. True ( ) False ( )
9. Before a wrong habit can be eliminated or modified, the learner must be awakened to a needed change and make himself "think" of each part of the process which has reached the habit stage. True ( ) False ( )
10. An employee learns most easily and remembers best the skills and knowledge which are taught in such a way as to make the learning a difficult and unpleasant experience. True ( ) False ( )

A WARTIME TRAINING PROGRAM  
FOR  
STORE SUPERVISORS AND DEPARTMENT HEADS  
"How To Teach an Employee"

Instructor's Outline

FOURTH MEETING -- 2 hours

WHAT THIS MEETING IS TO ACCOMPLISH:

1. Give supervised practice in handling each type of teaching situation.

GET READY BEFORE the meeting starts:

Be there ahead of time. Have a space at the front of the room where practice instruction can be carried on. Have available a small table or counter so that the practice lesson can be taught in a setting as similar as possible to that found in the store. Each member will need to arrange this practice space before he starts his practice lesson.

Have the chairs arranged properly. Be sure there is adequate blackboard space on which you can place the complete story; i.e., HOW TO GET READY and HOW TO INSTRUCT. One large blackboard usually provides sufficient space; however, two small blackboards may be used, or the plan may be put on two large cards and attached to the wall with Scotch tape. This material should be prepared ahead of time.

Study carefully the supplementary sheets for this meeting.

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Time Table

See Supplementary Sheets

Start on time    STEP I. PREPARATION OF GROUP MEMBERS

- |  |                |
|--|----------------|
| 1. Open the meeting by reviewing briefly:  | . . . (No. 1)  |
| (a) Four things necessary to GET READY to instruct, particularly the making of the "task analysis."  |                |
| (b) FOUR BASIC STEPS of instruction.   | . . . (No. 16) |
| 2. Explain that now the group is coming to the "meaty" part of the course--actual practice.  |                |
| (a) Tell the group that everyone should put on his "thick skin" because everyone is going to "do his stuff" before the group and invite criticism and suggestions. |                |
| (b) Explain that it is of real advantage to each member to get the benefit of others' comments in a thoroughly FRIENDLY and HELPFUL atmosphere.                    |                |
| 5 min.    (c) Urge each individual to be interested in "sharpening his teaching tools."  |                |

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WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

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Time Table      STEP II. PRESENTATION OF MATERIAL TO BE LEARNED  
(Application of the "demonstration method"  
to actual store tasks)

1. Explain how demonstrations and comments will be made.
    - (a) Refer to "How To Instruct" cards.
    - (b) Explain that members are now expected to use the WHOLE PROCESS: GET READY and then follow the FOUR BASIC instruction steps.
  2. Look over each member's "analysis sheet" while he is instructing. See if he has "caught the knack" of breaking down a job. Return the sheets after each demonstration.
  - 3 Ask each member to get his materials, supplies, and workplace arranged correctly. After the instruction starts, any errors or "fumbles" will be commented upon.
- Each member should describe, before he starts, the store setting of the job he proposes to teach. He should:
- (a) Explain whether he is department head, supervisor, owner, or manager.
  - (b) Tell whether the employee is experienced, being transferred, or newly employed.
  - (c) Tell what type of store, sales organization, or department is involved.
5. Pass out blank analysis sheets. Request members to jot down the steps or ideas and the key points used as each demonstration is put on.

10 min.

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STEP III. ASSIMILATION--APPLICATION BY LEARNERS OF MATERIAL PRESENTED

1. Hold practice instruction.
  - (a) Call on one member to put on his instructing demonstration.
  - (b) Call for a volunteer to serve as "learner."
 

Note: See that each member serves as the "learner" in at least one demonstration. See that the "learner" does NOT know the job being taught.
  - (c) Ask the "instructor" for his "task analysis" sheet.
  - (d) Have him carry through his demonstration. Allow him a maximum of 15 minutes.

25 Min.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

	(e) Comment on the demonstration. . . . (No. 18)
	(1) Was the instructor READY?
	Did he seem to have a plan?
	Did he have a job break-down or task analysis?
	Were equipment and materials ready?
	Was the workplace in order?
	(2) Discuss the FOUR TEACHING STEPS.
	Look for points omitted or not clear.
	Look for "key points." Have members compare key points they noted with those stressed in the demonstration.
	Ask learner if the instructor made them clear.
	Stress the purpose of each step.
30 min.	Note discrepancies between the task analysis and the instruction.
	(f) Call on the second member.
	(1) Continue as before, gradually becoming more exacting in a friendly way.
	(2) Stress step III more and more. INSIST that the learner "tell" and "show" the instructor.
45 min.	(g) Call on additional members if there is time.
	(1) Become more and more exacting in a friendly way.
	(2) Have members carefully observe steps I, III, and IV. There is only ONE ANSWER to how much an instructor should stress these steps; that is, "CONTINUE UNTIL YOU ARE SURE."
1 hr.	
50 min.	
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	STEP IV. TESTING FOR UNDERSTANDING AND ABILITY TO <u>DO</u>
	1. Have members of group indicate points of possible improvement in each demonstration given.
	2. Have each member indicate at least one new idea about this job of instructing which he obtained from watching the practice demonstration.
1 hr.	
55 min.	
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WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

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Time Table

SUMMARY and assignment for next meeting.

1. Suggest to the members who have not yet put on their practice instruction demonstrations that they review their plans to GET READY in the light of the demonstrations they have witnessed.

The more carefully the instructor GETS READY, the better the job of instructing he will do.

2. Make some complimentary and ENCOURAGING STATEMENTS about the demonstrations that have been given.
3. Point out the PERSONAL value to be derived from getting one's thinking about the job planned and organized.

2 hrs. 4. Adjourn the session promptly at the scheduled time.

A WARTIME TRAINING PROGRAM  
FOR  
STORE SUPERVISORS AND DEPARTMENT HEADS  
"How To Teach an Employee"

Instructor's Outline

F I F T H M E E T I N G -- 2 hours

WHAT THIS MEETING IS TO ACCOMPLISH:

1. Give supervised practice in handling each type of teaching situation.

GET READY BEFORE the meeting starts:

Be there ahead of time. Have a supply of "analysis" sheets. Be sure the meeting room is arranged in a manner that will contribute to the effectiveness of the teaching job. In this meeting, the room becomes a workshop or laboratory where ideas are tried out in the practice demonstrations.

Study carefully the supplementary sheets for this meeting

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Time Table

See Supplementary Sheets

Start on time

STEP I. PREPARATION OF GROUP MEMBERS

1. Open the meeting by congratulating the members on their interest in doing their part in our war effort by learning how to do their present jobs most effectively.
  - (a) Comment on the very good demonstrations put on at the last meeting.
  - (b) Have members explain what they did to GET READY for their practice. Ask for a brief explanation of each of the FOUR STEPS of instruction.

15 min.

-----  
STEP II. PRESENTATION OF MATERIAL TO BE LEARNED  
(Application of the "demonstration method" to actual store tasks)

1. Restate and reexplain the points covered under this step in the fourth meeting as a part of the comment on each demonstration.

20 min.  
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WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

STEP III. ASSIMILATION --APPLICATION BY LEARNERS OF MATERIAL PRESENTED

1. Continue practice demonstrations.

- (a) Have members watch their "How To Instruct" cards as the demonstrations are put on.
- (b) Have members write down the key points of each demonstration on "analysis" sheets.
- (c) Gradually call on members for criticisms of each practice demonstration.  
  
Ask one member to criticize the GET-READY responsibilities; another, step I; another, step II; another, step III; another, step IV.
- (d) Add to each of their criticisms any points you observed.

2. TURN BACK to the outline for the fourth meeting and continue comments and criticisms. Be more and more exacting in a friendly way.

1 hr.  
40 min.

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STEP IV. TESTING FOR UNDERSTANDING AND ABILITY TO DO

- 1. Check the "analysis" sheets prepared by each member.
- 2. Ask questions to bring out weaknesses.
- 3. Ask again and again: "Are you sure that if the worker gets these points he will be able to do the job correctly?"
- 4. Do the members include points in the analysis that could be left out?

1 hr.  
50 min.

-----  
SUMMARY and assignment for next meeting.

- 1. Resell the advantages of becoming a good instructor.
- 2. Stress the importance of increased individual production and accuracy. Point out that the health and comfort of persons just like ourselves depend upon efficiently operated retail outlets, and that our whole national economy is affected by poor methods and costly errors in the distribution of goods and services.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

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Time Table

3. Stress the fact that what the instructor says or does with a workman doesn't count unless it sticks. What sticks in the worker's mind and is used by him is the net result that counts.
4. IF THE WORKER HASN'T LEARNED, THE INSTRUCTOR HASN'T TAUGHT.
5. Adjourn the meeting at the scheduled time.

2 hrs.



A WARTIME TRAINING PROGRAM  
FOR  
STORE SUPERVISORS AND DEPARTMENT HEADS  
"How To Teach an Employee"

Instructor's Outline

S I X T H M E E T I N G -- 2 hours

WHAT THIS MEETING IS TO ACCOMPLISH:

1. Stress the importance of creating and maintaining a relationship between executive and employee which will expedite training efforts.
2. Explain how some special instruction problems may be overcome if an instructor finds that he is confronted by them.
3. Review or restate the four skills which this course is designed to improve.
  - (a) How to get ready.
  - (b) How to analyze a task.
  - (c) How to instruct.
  - (d) How to follow up.
4. SELL each member on USING what he has learned on his job--starting TODAY.

GET READY BEFORE the meeting starts:

This is the last meeting of the series and it must close on a high level of enthusiasm. The members of the group should feel the "team spirit" of going out and doing their best to apply the ideas obtained in the six meetings.

In this last meeting, as in the first, the physical arrangement of the room is very important. In a six-meeting series, it is very important that everything that is done by the leader, every factor which influences the group, and every discussion participated in by the members point toward the specific objectives--there is no time for detours or side issues.

You should have all the prepared charts on display so that a glance around the room will give a review of the key points covered in the meetings.

Study carefully the supplementary sheets for this meeting.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time TableSee Supplementary SheetsStart on time

## STEP I. PREPARATION OF GROUP MEMBERS

1. Make appropriate remarks at the beginning of this, the last meeting.
2. Compliment the entire group on their practice demonstrations.
3. Comment on the normal improvement which resulted from observation of and participation in the demonstrations by the entire group. Stress the fact that smoothness and effectiveness in the use of the "demonstration method" will increase with practice.
4. Suggest that each person be his own critic and work on his own techniques until this procedure becomes the natural way of helping another person acquire the skills, knowledge, and attitudes which you know will help him on his job.

15 min.

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STEP II. PRESENTATION OF MATERIAL TO BE LEARNED  
(Teacher-learner relationship; three special instruction problems; teaching a group; and follow-up after teaching)

1. Create and maintain a "teacher-learner" working relationship. . . . (No. 19)
  - (a) Explain why the common "boss-worker" relationship is not conducive to good teaching.
    - (1) The "boss" has all the answers.
    - (2) The "boss" tells the workers.
    - (3) The "boss bawls the worker out" if he makes a mistake or doesn't know something he has been "told."
    - (4) The "boss" holds the worker's "questions" against him when considering wages, promotion or dismissal.
    - (5) The worker always tries to make a good impression; often says he knows when he does not.
    - (6) The worker who asks questions is considered "dumb" by coworkers.
  - (b) Point out that the learner must admit a need and want to improve before any learning will take place.
    - (1) The learner must say: "I don't know. What is the correct procedure?"
    - (2) An executive must have the employee's confidence and must respect this confidence.
    - (3) A desire to learn is a sign of life; the executive must cultivate and keep this valuable characteristic alive.

25 min.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

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|------------------|---|
| 45 min.          | <p>2. Discuss three special instruction problems encountered in many stores. . . . (No. 20)</p> <p>(a) The "long" task or job.</p> <p style="padding-left: 40px;">How to use the four-step "demonstration method" on a task or job that takes 3 hours or perhaps 3 days to complete.</p> <p>(b) The "noisy" department in the store.</p> <p style="padding-left: 40px;">How to use the four-step "demonstration method" in a department where it is noisy or where there are customers.</p> <p>(c) The problem of putting over "feel", etc.</p> <p style="padding-left: 40px;">How to instruct a man so that he will acquire that important ability of determining "feel," fit, tension, balance, etc. Demonstrate this point with a shoe, hat, nut and bolt, fountain pen, or some similar article.</p>  |
| 1 hr.<br>15 min. | <p>3. Discuss teaching a group of individuals. . . . (No. 17)</p> <p>(a) Point out that, in a store, it often will be necessary to teach several persons in a department the same thing, and that valuable time of the executive can be conserved if, in such cases, the teaching job is done with the <u>individuals</u> as a group.</p> <p>(b) Explain that learning can only be accomplished by an individual; therefore the instructor should:</p> <p style="padding-left: 40px;">(1) Be sure that he gets <u>each</u> individual ready.</p> <p style="padding-left: 40px;">(2) Be sure that he starts at a point where the <u>least informed</u> or <u>least experienced</u> trainee can understand and follow the instructions.</p> <p style="padding-left: 40px;">(3) Be sure to set his <u>speed</u> to fit the slowest learners.</p> <p style="padding-left: 40px;">(4) <u>Check</u> on the understanding of those persons about whom he has some doubt, and not rely on the obvious understanding of the most intelligent in the group.</p> |
|                  | <p>4. Follow-up after teaching.</p> <p>(a) Test your teaching to see whether the employee not only <u>knows</u> how, but can and does apply what he has been taught with continuously increasing skill. . . . (No. 16)</p>  |

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

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|------------------|---|
| 1 hr.<br>30 min. | (b) Point out how important it is that an employee know to whom to turn in case he runs into trouble in performing the task in which he has been instructed.<br><br>(c) Remember that the employee expects you to stand back of what you teach. |
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STEP III. ASSIMILATION--APPLICATION BY LEARNERS OF MATERIAL PRESENTED

1. Call for any remaining questions on any points covered in the series.
2. Restate urgent need for efficient wartime distribution, and need for helping millions of employees to improve their performance on the job.
3. Review the problems discussed by the group in the first meeting. These problems were grouped under the following headings:  

. . . (No. 6)

Merchandise  
Selling  
System  
Human Relations  
Policy  
Morale

- |                  |   |
|------------------|---|
| 1 hr.<br>40 min. | (a) Emphasize again that the only <u>sure</u> way an instructor can overcome these or similar problems <u>is</u> through training. Otherwise, he is nothing but a "trouble shooter," dealing with one emergency after another, and never really getting problems solved--never working <u>toward</u> their permanent solution.<br><br>(b) Point out that many supervisors think they don't "have the time" to train.<br><br>(c) Emphasize that by "taking the time to train," supervisors won't have so many time-consuming "emergencies"; that training is the one "handle" that a supervisor can "take hold of" and do something about. |
|------------------|---|

4. Urge immediate and consistent use of the FOUR-STEP PROCESS.
- 

STEP IV. TESTING FOR UNDERSTANDING AND ABILITY TO DO

1. Clear up, by group discussion, the following question that may be in several members' minds: "JUST WHAT AM I TO DO ABOUT THIS?"

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

Time Table

- (a) If the group is made up of owners, managers, or higher-ranking supervisors who don't instruct workers personally, suggest the following:

Use this method with your own assistants every time you put over a new idea--issue an order or check a man's work.

Enroll all your subordinate supervisors and all who instruct workers in any way in this 12-hour program, just as quickly as possible.

Encourage your men to use this "demonstration method." All that can be done in 12 hours is to put tools in your men's hands. Your managers, department heads, and others must see that the tools are used.

For example, you can:

Have each group leader break down three tasks a week for a period of time, and have him review the analyses with the supervisor.

At regular meetings, i.e., staff meetings, store meetings, etc., discuss the use being made of the FOUR STEPS.

When you see department heads, sponsors, and others in the store, ask them whether they are using the plan.

- (b) If the group is composed of department heads, section supervisors, or experienced salespersons who personally instruct workers, suggest the following:

1 hr.  
50 min.

Use this four-step method constantly on the job--every time you "pass on the know-how" to an employee--every time he asks you a question or you check his work.

-----  
SUMMARY of the series of meetings.

1. Express appreciation for the cooperation and interest of the group.
2. Express the hope that, if there are any questions or problems which develop after the members start using the material presented during this series, they are to call, write, or see the State or local coordinator or supervisor of distributive education, or contact the instructor who was in charge of the series of meetings.

WORK FROM THIS OUTLINE - DON'T TRUST TO MEMORY

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Time Table

3. Secure an expression from the group on whether the members are prepared to apply these instructional principles conscientiously as their contribution in the war program. To the extent that is appropriate, develop this into a type of ceremony or pledge on the part of each member that he will put the FOUR STEPS to work.
4. Issue certificate cards.
5. Wish group success and adjourn meeting.
6. Parting shot: IF THE WORKER HASN'T LEARNED, THE INSTRUCTOR HASN'T TAUGHT.

2 hrs.

# S U P P L E M E N T A R Y M A T E R I A L

## SHEET NO. I

### PUTTING THE GROUP AT EASE AND ESTABLISHING AN INFORMAL RELATIONSHIP WITH AND AMONG MEMBERS

Establishing an informal atmosphere and putting your group at ease cannot be accomplished simply by making a request that they be at ease.

The members of your group are apt to be uneasy mentally and somewhat concerned as to why they are present. In many cases, they probably were assigned to attend the meeting. They did not volunteer.

The personal impression that you make during the first 5 or 10 minutes is a big factor because, if it is favorable, your work will be easier to carry on and, if it is unfavorable, you must make considerable effort later to overcome this effect.

Let the manner of your delivery and your tone of voice show clearly that you are in earnest, that you feel strongly about the importance of the work, and that you fully respect the present knowledge and experience of each member of the group.

If store regulations permit smoking, the instructor may light a pipe or a cigarette, thus setting an example of informality. Remember, however, that a pipe or a cigarette can become a nuisance to you while trying to talk or write.

When you have set the example of informality, set the pipe or cigarette to one side until later in the meeting when it will not interfere with conducting the meeting.



# S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 2

## WARTIME TRAINING OF RETAIL AND WHOLESALE EXECUTIVES

### Introduction.

For the duration of the war and during the period of reconstruction, the efficiency of our present system of distribution will depend more than ever before upon the leadership ability of junior and senior executives. The field of retailing and wholesaling is faced with many new and difficult problems, and many of these involve the training of employees on the job. Some of the new problems which must be solved through more effective personnel training are:

Meeting an extremely high labor turn-over.

Using persons not naturally adapted to sales work.

Explaining new merchandise (standardized and higher-priced).

Handling rationed goods.

Introducing alternate and substitute merchandise.

Adjusting to new working conditions and schedules.

Dealing with new customer attitudes.

Replacing key junior executives.

Creating a "victory" morale on the part of all employees.

It therefore follows that the problems of breaking in new workers and of retraining experienced employees are of first importance in every retail and wholesale organization.

In a period of rapid changes in policy, practice, and personnel, an increased load is placed on the shoulders of every supervisor, department head, and sponsor. A major part of this new load consists of teaching employees how to perform their work under new conditions. This "on-the-job" teaching is done on an individual basis, often in the department during store hours, and is in addition to any centralized training given by the store or in classes conducted by the public schools as a part of the local program of distributive education.

Every department head, in a normal period, spends a large part of his time teaching the workers in his department. In a war period, this teaching must be stepped-up in efficiency. Industry and our military forces are making use of every known training aid and procedure to secure maximum production and to increase our Nation's fighting effectiveness. Leaders in the war industries, recognize that they have this problem with their supervisors and foremen. They are giving a short course to over 200,000 key foremen before July 1942. This job is being done by the Training Within Industry Branch of the Labor Division, War Production Board.

INDUSTRY IS DOING IT--RETAILING AND WHOLESALING ALSO MUST INCREASE EMPLOYEE EFFICIENCY

Distributive education is providing aid to business in meeting the war-time problem of on-the-job training. To meet this widespread and very acute need, there has been developed a "custom-made" course on "How To Teach an Employee." This special supervisory training course will be made available just as rapidly as instructors can be selected and trained. The instructor's outlines will be furnished only to persons who have themselves completed the course. This precaution is being taken to insure that each person using these outlines will be a trained instructor.

What is this program?

The basic purpose of this custom-made 12-hour course is to sharpen the "teaching tools" of executives so that they may do this part of their work more effectively. Executives know what should be taught, but they want help in how to teach it.

The techniques of teaching, which many executives must acquire in order to do more effective training, are known, and in this course they are streamlined to meet current wartime demands for speed. The use of these streamlined techniques by executives in any sales organization will step up the skill, knowledge, and attitudes or morale of each employee to a new but necessary "all-out" level.

This custom-made short course has been prepared on the basis of careful analysis, experience, and observation. It has been tested, refined, and tested again and again until it includes only the absolute essentials. It is intended to aid experienced executives of large or small businesses, and deals solely with the problems of how to teach new and experienced employees most efficiently.

What each meeting is to accomplish.

(This is not the "Instructor's Outline," as this is furnished only to those persons who are selected as instructors.)

First Meeting - 2 Hours

1. Introduce the custom-made 12-hour course on "How To Teach an Employee."
2. Sell the members of the group on the benefits they and others will derive through mastery of this efficient technique.
3. Illustrate the weaknesses of the two common training methods--telling and showing.
4. Illustrate the sure-fire (modified) DEMONSTRATION METHOD for breaking in new workers and improving the performance of experienced employees.

Second Meeting - 2 Hours

1. Illustrate the need for making a "material or task analysis" by using two sample teaching jobs.

2. Instruct and provide practice in making a "material or task analysis."

Third Meeting - 2 Hours

1. Explain the four basic steps to follow in instructing an employee how to perform any specific part of his job.
2. Show the close similarity between the process of making a sale and teaching an individual.
3. Explain the principles of learning used when teaching an employee.
4. Illustrate that the same basic teaching process can be used in a wide variety of teaching situations found in business.
  - a. Teaching an employee how to do a manipulative type of task.
  - b. Teaching an employee some necessary facts and how to use them on the job.
  - c. Helping an employee modify an attitude.

Fourth Meeting - 2 Hours  
and  
Fifth Meeting - 2 Hours

1. Give supervised practice in handling each type of teaching situation.

Sixth Meeting - 2 Hours

1. Stress the importance of creating and maintaining a relationship between executive and employee which will expedite training efforts.
2. Explain how some special instruction problems may be overcome if an instructor finds that he is confronted by them.
3. Explain necessary follow-up after teaching.
4. Review or restate the four SKILLS which this course is designed to improve.
  - a. How to get ready.
  - b. How to analyze a task.
  - c. How to instruct.
  - d. How to follow up.
5. SELL each member on USING what he has learned on his job--starting TODAY.

How this program will be carried on.

1. Who will be given the 12-hour course?

Executives of retail and wholesale organizations. The term executive has been used to cover supervisors, department heads, division managers, owners and managers, buyers, sponsors, persons doing system training or conducting centralized training, and junior executives and assistants.

In some cases, this training will be given to some selected salespersons and to persons in line for promotion to positions of supervisory responsibility.

2. Who will serve as instructors?

a. Experienced trainers from the Business Education Service of the U. S. Office of Education will serve as instructors in regional and subregional instructor training meetings. Those members completing the instruction who show special teaching ability will be selected by the State supervisors to conduct additional meetings in their own districts.

Each person selected as an instructor will be provided with the "package." This "package" consists of the instructor's outlines for the six meetings and the supplementary materials which serve as a background to the outline.

b. Some persons now working in the field of distributive education will be prepared to handle this course after they have received the basic 12 hours of instruction, plus 3 or 4 hours of special coaching on the use of the "package" outlines and supplementary materials.

c. In many cases, occupationally competent executives from a store or sales organization will be selected to conduct these 12-hour courses with groups of 10 fellow executives and junior executives within a single organization. When a key executive is selected as group instructor after he has completed the basic 12-hour course, he will receive the instructor's manual or "package." He should then be given 3 or 4 hours of special coaching before he attempts to offer the course.

d. This course should be made available as quickly as possible to each person in the organization who is responsible for supervising the work of other employees. All other parts of the plan are valueless until this supervisor-employee level is reached and the tested principles and practices put into effect every hour of every day. The training sessions usually will be held on company time, and each group must contain not less than 8 or more than 12 persons.

Each patriotic department head, buyer, sponsor, or other executive, after having completed the 12-hour course, should make use of the new teaching skill he has acquired when he breaks in new employees or aids the experienced workers under his supervision. By constant use of this new skill, the executive can aid employees to make the many new adjustments necessary to do a real job of distribution of goods and services during the present war period.

S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 3

WHO WILL BENEFIT FROM THE IMPROVEMENT OF AN EXECUTIVE'S SKILL IN TEACHING?  
HOW?

1. How will you, as an executive, benefit from improved skill in teaching employees?
  - (a) Trained employees are easier to supervise than untrained workers. The more highly skilled an employee is, the less supervision he requires.
  - (b) Effective training gives the employee a thorough understanding of what he is to do as well as how he is to do it. This develops in him a growing interest in his work and enables him to improve his performance to the maximum of his ability. This kind of worker, when informed on changes in store policy, system, and information on new merchandise, or on some new technique of selling, will get results.
  - (c) The reputation of the executive in the store is directly dependent upon the training he gives the employees day by day. Many executives put too much emphasis on supervision and neglect basic training.
  - (d) The ability to teach an employee how creates confidence on the part of the employee in his executive and contributes to better employee-employer relations.
2. How does management benefit from increased ability in teaching on the part of an executive?
  - (a) Modern informed customers are best served by trained salespersons.
  - (b) Loyalty to management results largely from a good relationship between employee and supervisor.
  - (c) Many employees in a retail store during this war period will not, by nature, be adapted to store work. Effective basic training will prevent costly errors.
  - (d) The greater the efficiency of an employee, the greater his dollar volume and the lower his selling costs become.
  - (e) Some costly labor turn-over can be prevented if employees are trained to do their jobs successfully and in the least fatiguing manner.
  - (f) In a period of rapid turn-over and increasing wages, it is highly important that each employee be trained and become a producing unit in the store in the shortest possible time.
3. How does the employee under your supervision benefit from an increase in your teaching skill?
  - (a) Better selling ability ordinarily means added income and better promotional chances.

- (b) Increased job satisfaction is bound to come as a valuable outcome of increased skill.
  - (c) Correct basic training enables an employee to shift from one type of work to another with the minimum of lost time and inconvenience.
  - (d) An employee's work will be less fatiguing if he is taught the correct way of handling each part of his job.
  - (e) Because of the rapid changes in personnel in most sales organizations, it is important for an employee to feel that his supervisor can teach him how to assume the responsibilities for the job ahead.
  - (f) Morale is improved when employees have confidence in their supervisor's ability. They judge this by how well he can fit them into their work.
4. How will the public benefit from an increase in teaching skill on the part of an executive, if he in turn teaches his employees?
- (a) Customers will receive accurate information on the use and care of the many new kinds of merchandise found in the retail store today.
  - (b) Customers will be assisted in becoming familiar with alternates made necessary by a wartime production program.
  - (c) Customers are spared the inconveniences and annoyances which result from inaccuracies and careless service.
  - (d) The salesperson can play an important role in the constant job of maintaining civilian morale if she is trained to meet with a smile and a word of optimism the many new buying problems of the customers.



## S U P P L E M E N T A R Y   M A T E R I A L

### SHEET NO. 4

#### WHY IS TRAINING VITAL TO EVERY SUPERVISOR AND EXPERIENCED WORKER IN A WAR PERIOD?

Distribute a copy of the Problem Sheet No. 6 to each member, and give a short explanation of its purposes:

To serve as a quick means of helping members visualize just where training can help remedy common store problems.

To suggest to the store executive, through a small sample of current problems, the larger number of problems with which he must deal.

Review the "Merchandise problems" and ask group members to put a check mark opposite those with which they have to deal. Then ask for a brief statement of how training will help in the solution of these problems.

Follow the same procedure for each of the five remaining headings: Selling, system, human relations, policy, and morale.

After selecting a problem, ask: "Do you have this one? If so, will better training lessen or solve it?"

Let the individual decide and explain how training might help.

Use the study of these typical problems to stimulate more specific thinking about training on the actual jobs on which members are engaged.

Don't argue or carry on any lengthy discussions. The sole purpose of the Problem Sheet is to focus attention on specific applications in situations where training can be used profitably.

Do not let the pressure of other things make you lose sight of the fact that lack of proper training causes all of the problems listed on the Problem Sheet and, in fact, many more.

Remind the members that these shortcomings in individual performance are often found in workers who have been on the job long enough to be classed as experienced. They are not limited to new or "green" men.

After checking and discussing the problems listed on the sheet, have members estimate the proportion of similar problems which can be eliminated by better-trained personnel.

Close the discussion with the definite conclusions:

That about 80 percent of each member's store problems could be solved, or at least lessened, if he had a better-trained work force.

That, if a supervisor really wants to train his workers, no one can stop him. If he doesn't want to train them, no one can make him give more than "lip service" to training.



## S U P P L E M E N T A R Y M A T E R I A L

### SHEET NO. 5

#### GETTING ACQUAINTED WITH GROUP MEMBERS

1. Establish your own personal background by briefly relating your training experience. If this is done while you write or print your own name on the blackboard, you can set a pattern which each will naturally follow.
  - (a) Have each man relate his own experience briefly, not so much to get the information, but to set him at ease by having him do something that he can do correctly and easily.
  - (b) Have each man print his name and department (or company, if several companies are represented) on a card which is placed before him on the table.
  - (c) State that your own inability to remember names makes this effort on his part a favor to you in conducting your work.
2. Ask each member to indicate the number of years of his supervisory experience. Explain that you want him to include any job in which part of his function was breaking in or training employees. List the separate time periods on the board and total these years. Comment on the rich background of "firing-line" experience that this group will be able to draw upon. Keep the total figure on the board and refer to it frequently.
3. Be sure to point out that, considering the present background of experience which members of the group possess, your only purpose is to help them make better use of what they now know.
4. Avoid creating a classroom atmosphere; members are mature men and women who resent any suggestion of "school teacher and school children" relationships. Avoid using such terms as "class," "student," "classroom," "teacher." Say, rather, "group," "worker" or "learner," "get-together," "meeting," "instructor," etc.
5. Explain that the group will be discussing some special store personnel problems in much the same way as if they were participating in a conference of business executives.
6. Apply, in your practice teaching, the ideas and practices discussed. A certificate will be issued to those who, by full attendance and reasonably good performance, have qualified.
7. Explain that not so long ago you, yourself, were "on their side of the table," taking this training; that you know it is not too difficult to "get on to," and have tried it out in practice. It does work!! Assure the group that your being in a position to "pass it along" is gratifying, and that it is a real privilege to be associated with this patriotic as well as sound business activity.

# S U P P L E M E N T A R Y M A T E R I A L

## SHEET NO. 6

### SOME PROBLEMS THAT JOB INSTRUCTION HAS HELPED SOLVE IN STORES AND SALES ORGANIZATIONS

Do you have any similar problems in your store or department?

#### 1. Merchandise problems.

- (a) Salesperson fails to study the technical features of merchandise.
- (b) New employee does not understand the changes in time-payment policies.
- (c) New salesperson does not understand the various finishing processes used on fabrics.
- (d) Customers complain about quality of alternate merchandise (salesperson also complains rather than explains reasons).
- (e) Salesperson never suggests correct care of the merchandise or product.
- (f) Salesperson cannot explain correct use of the merchandise or product.
- (g) Guarantees behind the merchandise, the store, and the manufacturer are not explained clearly by salesperson.
- (h) Employees complain because it is difficult to satisfy the customer in the face of (a) alternates, (b) priorities, and (c) rationing.
- (i) Merchandise continually is changing in content and construction and employees do not keep up with these changes.

#### 2. Selling problems.

- (a) Salesperson fails to leave book or stock work to wait on customer promptly and with a genuine smile.
- (b) Salesperson fails to turn technical information into strong selling points for the customer.
- (c) Department head fails to give salespersons in her department credit for stockkeeping.
- (d) Salesperson lacks initiative and imagination.
- (e) Salesperson fails to display merchandise attractively.
- (f) Salesperson could not locate the item desired although it was in stock.
- (g) Salesperson fails to remove unwanted merchandise during a sale.
- (h) Salesperson did not know when to try for a "close."
- (i) Salesperson makes glaring grammatical errors.
- (j) Salesperson continuously calls customer "Dearie."

#### 3. System problems.

- (a) Customers still want small packages delivered.
- (b) State and Federal excise taxes are difficult to determine.
- (c) Wartime selling regulations are not easily understood.
- (d) Salesperson is not clear about installment-selling rules.
- (e) Salesperson is "short in cash" through careless handling of cash-register transactions.
- (f) Salesperson rings two separate sales on her cash register as one sale.
- (g) Salesperson "over-rings" one sale and "short-rings" the following.
- (h) Salesperson fails to void a wrong "ring-up."
- (i) Salesperson is inaccurate in filling out sales check.

4. Human relations problems.

- (a) Older salesperson is a sales grabber.
- (b) New employee talks too much.
- (c) New employee develops favorites among coworkers.
- (d) Older salespersons leave unfair amount of stockwork to new employees.
- (e) New employee fails to follow directions.
- (f) New employee criticizes and talks about her coworkers.
- (g) New employee is not fully instructed in all the details of her work.
- (h) New salesperson fails to attend to details of her job which seem unimportant to her. (For instance, printing name and address of customer on sales check.)
- (i) New salesperson often does not realize that it is necessary to be more careful of personal appearance in the store than at home.
- (j) Salesperson fails to control feelings when corrected.
- (k) Salesperson is easily upset by difficult customer.
- (l) Salesperson gossips on store time.
- (m) Salesperson fails to see stockwork that could be done when not serving customers.

5. Policy problems.

- (a) Customer closes account because of inaccuracies in monthly statements.
- (b) Customer is antagonized by awkward handling of an adjustment.
- (c) Salesperson makes a promise to a customer which is impossible to keep.
- (d) Aisles are congested with new merchandise during store hours.

6. Morale problems.

- (a) Employee leaves to take a similar job in another store. New employee lacks interest in his work.
- (b) Employee can't rearrange budget to allow for defense-bond subscription.
- (c) Employee doesn't feel he can contribute to the Red Cross, the Community Fund, the Infantile Paralysis Drive, and others.
- (d) Internal services are less efficient--cashiers, delivery department, telephone, etc.
- (e) Employee complains that working materials, wrapping paper, glued paper, boxes, containers, and twine are unsatisfactory.
- (f) New supervisor hasn't enough experience.
- (g) Employee complains that floorman "bawls him out" in front of customer.
- (h) Employee complains that department head doesn't pay any attention to his suggestions.
- (i) Employee complains that all he gets is criticism--never any praise.

S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 7

WHY MUST A GOOD SUPERVISOR ALSO BE A GOOD JOB INSTRUCTOR?

1. Good supervision consists mainly of getting employees to do what the supervisor wants done, when it should be done, and according to the standards of quality required. These objectives are the same as the objectives of good instruction.
2. Good supervision and good instruction are inseparable.
3. A good supervisor tells his employees the reasons why.
4. A supervisor may have complete knowledge of a job, but, unless he has the ability to instruct, he cannot transfer that knowledge to one of his employees and thus make that person a more efficient worker.
5. In order to give instructions clearly, completely, and accurately, the supervisor must study the details of a job. Through this process, a supervisor better qualifies himself to supervise the job effectively.
6. Effective instruction starts the kind of relationship which is so necessary to a supervisor's personal progress.
7. A good supervisor tries to get work of highest quality done at lowest cost, and on time. Unless his employees are carefully and thoroughly instructed, these results will not be achieved.
8. Development of ability as a job instructor is one of the essential stepping stones to higher supervisory responsibility. The supervisor who "makes men" in addition to making a quota is in a fine position to secure promotion.

## S U P P L E M E N T A R Y   M A T E R I A L

SHEET NO. 8

### POINTERS ON HOW TO ILLUSTRATE FAULTY TEACHING

The purpose of presenting the illustrations of faulty teaching is to convince the members of the training group that merely "telling" or "showing" a learner is not necessarily good instruction.

These suggestions for illustrating faulty teaching of the task of tying a "fire underwriters knot" are to supplement the material in the "Instructor's Outline." First, you must know how to tie the knot yourself, and then you must be able to describe it clearly.

Before starting "to tell," be sure to use the approach idea as covered in the outline, and emphasize that this knot is only illustrative and is purposely selected from outside the field of retailing so as to present a real teaching situation.

You must carry out these illustrations with a realization that, from your first opening statement, every move you make has a distinct and important purpose. The whole aim is to get the correct instructing procedure understood by the members.

You should be aware of the progressive build-up in this first session which is to get the following points in the mind of each member:

1. The acute need for training on the job.
2. The importance of good instruction to a supervisor.
3. Some of the weaknesses in our method of breaking in workers.
4. The instructing process (demonstration method) which is sure-fire and easier to use than the others.
5. The fact that the demonstration method actually saves time because it results in real mastery on the part of the learner.

#### Suggestions on "telling" how to tie the knot.

Speak slowly and distinctly so that no criticism of your telling can be made.

1. Take a piece of ordinary twisted lamp cord.
2. Hold it vertically with your left hand, between thumb and first finger, 6 inches from the end.
3. Untwist the loose ends, forming a "V."
4. Straighten the loose ends between thumb and first finger of the right hand.
5. Hold wire at the beginning of the "V."

6. Grasp the left-hand loose end with the right hand; draw this end across behind the other strand; then make a clockwise loop, bringing the loose end across in front (toward the operator) of the upright strand.
7. See that this loop is about 1 inch in diameter and that the stub protrudes to the left of the twisted strands about 2 inches.
8. Grasp the other loose end with your right hand.
9. Make a left-hand loop.
10. Pass the wire in front (toward the operator) and underneath the stub, behind (away from operator) the main strand, then through the right-hand loop, from back to front.
11. Grasp the ends evenly between the thumb and first finger of the right hand.
12. Shape the knot between the thumb and first finger of the left hand as it is pulled taut.

Suggestions on "showing" how to tie the knot.

The "Instructor's Outline" gives enough detail on "showing" to enable you to carry it on without further suggestions--if you can tie the knot.

Presentation of examples of "telling" and "showing."

From your own experience, pick out illustrations to prove that delays and sometimes unfortunate results come from "telling," when a new employee doesn't "get" the idea. The employee does what he thinks is right, but he only had been "told" what to do in general terms.

Do not overdo these personal illustrations. Your purpose is only to build a realization in the members' minds that mere "telling" is not a reliable way to instruct.

Also give concrete examples of "showing."

1. Showing an "extra" in the apparel department how to help a customer into a dress. It looks easy, but the inexperienced salesperson will knock off the customer's glasses, catch hooks in her hair, and help everywhere except where she should.
2. Showing a man how to tie a package and break the twine. It looks easy, but the salesperson can be most awkward in handling the package and even cut his hand trying to break the twine.
3. Showing a new "extra" how to ring up a sale on the cash register. She rings dollars for cents, forgets to ring her own drawer, or rings some other drawer and just can't get the money drawer open.

4. Showing a new salesperson how to avoid wrong "ring-up" or make out an employee discount stub. She fails to put the reason for the void on the stub or to get the authorization signature on the void. She fails to raise the amount of the discount sale to the retail price and does not get the supervisor's signature. Both of these instances of incorrect handling of transactions will affect the salesgirl's attitude toward her job and discourage her.

Selection of proper methods for an instructional job is as important as selection of proper tools for a mechanical job.

Completing a definite series of steps and operations in an instructional job is as important as following through the steps of a sale.



## S U P P L E M E N T A R Y   M A T E R I A L

SHEET NO. 9

### POINTERS ON CORRECT USE OF THE DEMONSTRATION METHOD

The demonstration method as used in this 12-hour course is "custom-made." This name will be used to describe a simple four-step process of teaching which can be used by a supervisor or other executive when teaching an individual. It embodies the best parts of "telling" and "showing," with the added technique of having the learner "try his hand." Throughout this simple teaching process, provision is made for active participation by both teacher and learner.

An effort has been made to design a simple process which would prove effective when used in a variety of "on-the-job" teaching situations by persons with little or no teacher training as a background.

The demonstration method as used in this course encompasses the entire teaching process, from the preparation of the learner to the testing on understanding and ability to do. In addition, this custom-made method necessitates some "getting ready" on the part of the teacher before he starts to teach the learner, as well as careful follow-up after the instruction is completed.

So much depends on your doing an ideal teaching job that you should be letter perfect in carrying it out.

Remember that every point you will stress later in both the break-down "task analysis" and the use of the four basic steps must be covered by this one illustration. If it is done well, this illustration can serve as a point of reference during the remainder of the meetings.

You will have to work out exactly how to emphasize each step. Make each step stand out without having to point out to the members what you are doing, but do this in such a way that when you recall it to them it will "click."

The following directions are for the use of the instructor only, and they are not intended to explain completely the "four basic steps." They do illustrate the results of a thorough job break-down of the points to be "put over."

#### 1. Preparing the learner (step 1).

- (a) Place member slightly behind and to right of instructor--faced in same direction. Ask him if he knows what the underwriters knot is used for.
- (b) Tell him what it is used for and show him a completed knot. Illustrate how it functions to relieve the strain on the wire connections in any electrical fixture.

#### 2. Presenting the material (step 2).

- (a) Provide yourself with a proper length of lamp wire.

- (b) Untwist about 6 inches of wire; straighten the two wires; hold vertically in left hand according to instructions.
- (c) Make a loop with wire "A" (see Fig. 2). Call attention to size of loop, position of standing part, and method of holding the loop juncture.
- (d) Make loop with wire "B" (see Fig. 3), and repeat slowly. Call attention to direction of loop, its position in relation to other wire, and other details.
- (e) Demonstrate how to tighten the knot (see Fig. 4).
  - (1) You may have to repeat the demonstration, showing how fingers of left hand are used.
  - (2) Call attention to final appearance of knot.
  - (3) Show how to test it (ends even and knot snug).

3. Assimilation and application to job (step 3).

- (a) Provide worker with a new length of wire.
- (b) Ask him to tie the knot; do not ask him if he would like to try it.
- (c) Stop him immediately if an incorrect procedure is discovered and correct it.

Question him to assure yourself that he understands what you presented; if he missed it, go back far enough to make it clear.

- (d) Ask worker to tie the knot again, and explain to you what he is doing and why.

Make sure he follows exactly what you presented. If he becomes confused, then show and explain the correct procedure until the faulty movements are eliminated.

- (e) Explain that on the job he may need to tie the knot while standing on a ladder.

4. Testing for understanding and ability to do (step 4).

- (a) Ask him to do the job without interruption or assistance.
- (b) There should be no errors; if errors are made, repeat the procedure outlined in the performance try-out step.
- (c) Set up the situation as requiring the tying of the knot while on a ladder, in a basement on a wiring-contract job.

Ask member if he could go along and tie the knot if he was a real worker.

When he says "Yes," say, "I believe you can."

Explain that if he gets "stuck" he should see you, nobody else; you will be available to answer any questions about the work.

Here is a pictorial description of the knot for your own use in becoming completely familiar with it. It is not for presentation in the sessions themselves.

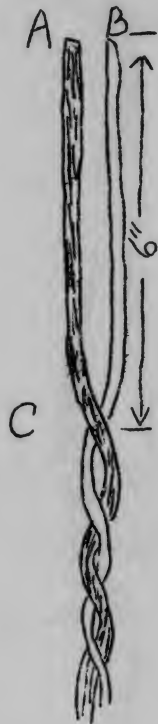


FIG. I

How to tie a fire underwriters knot, using standard 2-strand twisted lamp cord.

Steps in the Operation

Key Points

1. Untwist and straighten ends

6" for this job

- Hold in left hand at point "C" (Fig. 1)

2. ~~Make~~ loop in left-hand wire

Crossing in front of main strand (Fig. 2)

Hold wire at junction of loop and main strand

3. Make loop of the remaining wire

pull toward you

Starting loop from behind wire "A", pull forward down and under the stub, around behind and through the first loop from the rear.

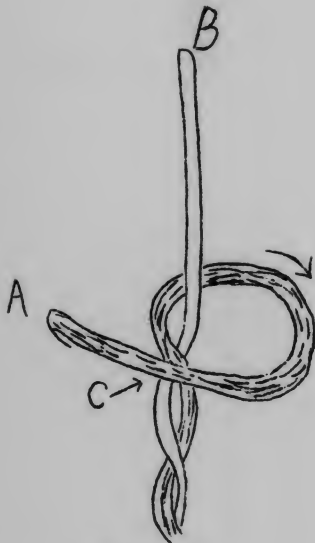


FIG. II

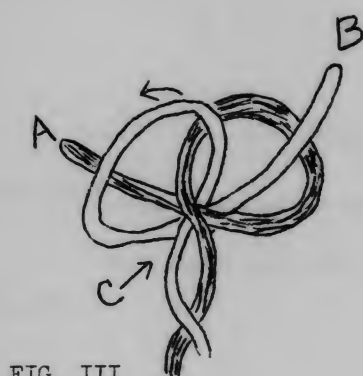


FIG. III

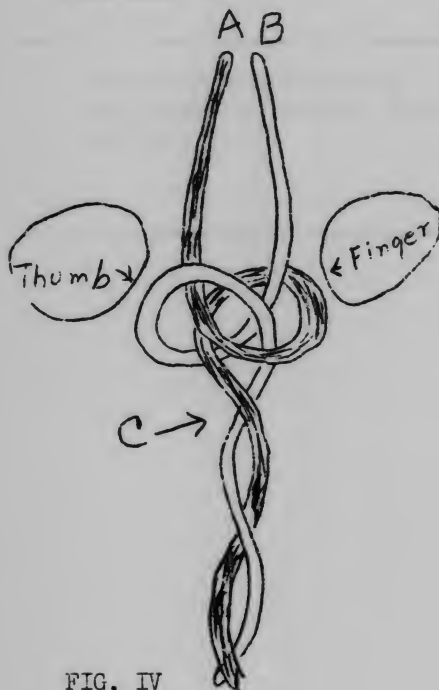


FIG. IV

Steps in the Operation

4. Put end through first loop

5. Pull taut

Take wire ends ("A" and "B") in finger and thumb of right hand and release stranded wire at "C"

Use thumb and first finger of left hand to make loops lie neatly and snugly across the main strand, and below the points where the loose ends emerge

Key Points

through loop in strand "A" from back to front (Fig. 3)

ends even (Fig. 4)

knot snug

S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 10 (a)

"TASK OR JOB" ANALYSIS SHEET

Department \_\_\_\_\_ Task \_\_\_\_\_

Remarks:

Principal operations or processes the learner must master	Key points to be taught the learner: Knacks, technical terms, special information, timing, special movements, "tricks of trade," etc.

S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 10 (b)

"FACTUAL INFORMATION" ANALYSIS SHEET

Department \_\_\_\_\_ What information deals with \_\_\_\_\_

Remarks:

Major ideas or facts to be taught the learner	Plus values: Technical terms, correct pronunciation, probable variations to the rule, reliability of information, etc.

S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 10 (c)

## "ATTITUDE SITUATION" ANALYSIS SHEET

Department \_\_\_\_\_ The Attitude Problem \_\_\_\_\_

Remarks:

Mental and emotional factors, policy and job conditions involved in this wrong attitude	Human relation points involved in this problem: Selfishness, dishonesty, passing the buck, jealousness, overbearingness, tactlessness, etc.



## S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 11

### HOW TO COMMENT ON THE VOLUNTEER TEACHING ILLUSTRATIONS

Because this part of the course is so important, the supplementary material is worked out in detail. You can follow it as an outline until the volunteer illustrations are completed.

1. Keep clearly in mind what you are looking for.

You are seeking to have members PROVE TO THEMSELVES that instruction on the job can only be properly done when instructors GET READY properly. The sole purpose of these two demonstrations is to SELL THE NEED AND REALIZATION that supervisors must do some planning and analyzing BEFORE instructing.

2. Look for these points in particular.

Stop each of the volunteer teachers at the end of 15 minutes. This provides a convenient place for comment.

In step I:

Was the approach natural?

Was the instructor's attitude toward the learner constructive?

Note: Don't spend much time on step I at this stage of the program. It isn't the point you are trying to emphasize. Mention it, of course, but don't try to dig into it.

In step II:

Look for completeness, clarity, and orderly presentation.

Note each step, as accurately as you can, on a "task analysis" sheet while the lesson is being presented.

Leave blank spaces where the instruction is "hazy" or where something appears to be omitted.

Note whatever "key points" you can catch. Keep doing this even if it takes five or six "analysis" sheets.

Note places where the instructor backtracked, brought in new ideas at the wrong place, or jumped about from one point to another.

Note: Step II is the most important step for your purposes.

In step III:

Look for application of each small step; observe how nearly the points applied followed the points presented.

Look for new ideas presented in step III that were omitted in step II.

Look particularly for the "key points" that were missed, not stressed, or not checked clearly.

Try to find one or more points on which the worker was not instructed, so you can stress the keynote: "If the worker hasn't learned, the **instructor** hasn't taught."

In step IV:

Study the questions to see whether they were clear and significant.

Check to see whether the instructor made sure the learner understood.

Note whether the instructor checked on manual performance as well as on a word explanation of how to do the task.

3. Comment on the above errors, omissions, and discrepancies.

Ask the group to comment on the demonstrations. Don't expect the comments to be particularly useful.

Bring out the discrepancies, errors, and omissions you have observed.

Note: Always SMILE when you criticize.

Point out that the job was "too big" for one unit, if such was the case.

Note: It is very effective if you can announce: "No wonder the worker couldn't get it. The instructor tried to put over 10, 20, or 30 steps (or whatever the number might be) in the operation."

If possible, ask the "learner" questions that were not made clear by the instructor.

Bring out any trade or technical terms used but not explained.

Point out lack of orderly presentation, etc.

Explain again that the volunteers were good enough to be "guinea pigs" to help the cause. Thank them for their help.

4. Conclude that jobs must be "thought through" more carefully before instructing, because:

- (a) We "think" we know a job when we really don't.
- (b) We know it so well that we overlook the points that "stump" the learner.
- (c) We often know it so well that we don't plan before attempting to "put it over" to another.

State that these weaknesses, unfortunately, are almost universal. Explain that this is typical of most of the instruction in stores at this very moment. Assure the group that these demonstrations, nevertheless, were BETTER than the attempts at instruction found in many of the retail and wholesale businesses of the country.

## S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 12

### HOW TO EXPLAIN THE FIRST RESPONSIBILITY OF GETTING READY--HAVE A PLAN

The teaching done by the supervisor or other executive on the job is usually of two types.

First.--The executive decides that some of his employees must know or be able to do something which they have not been asked to learn before. This will be true for new employees and also for workers with years of experience.

Second.--The employee or executive detects an error in performance, the use of incorrect information, or a wrong attitude. In this case, the teaching is of a remedial, repair, or patch-up character. This patch-up teaching may be needed by several persons in a department, or it may involve only a single employee.

In each of the above situations, the executive responsible for the work of the employee or employees must consider and decide upon the following things before starting to teach the worker:

1. Am I sure that the performance or information is wrong, or is it simply different from my way or my ideas?
2. Exactly when will be the best time to teach the particular worker?
  - (a) As soon as the need is detected.
  - (b) As soon as the worker has finished with the customer.
  - (c) Later, in one of the department or store meetings.
3. Exactly how much skill or understanding should the worker have immediately after being taught--at the end of the day, week, or month?

When the "pressure is on" during a sale, during a rush period in the day, or in times like the present when the supervisor is faced with many new problems, you often hear remarks like these:

"I should teach her how, but it takes time and I am too busy."

"A lot of mistakes always happen. There's no way to avoid this."

"Let them learn--that's the only thing you can do."

"Why take time to teach them--they may be gone tomorrow."

The value of an executive's time is measured in terms of the results he gets from the use of his time. It is difficult to conceive of a situation in which a supervisor would be so "busy" that he should not take the 5 or 10 minutes necessary to teach an employee how to perform correctly some part of her job, or to correct faulty information which she may be using in her contact with the customer.

A typical case

When Mary comes to the section manager to have him initial a sales check, he sees that she is filling out one part of the check incorrectly. The error is one which will show up in the office and is of no concern to the customer.

The section manager corrects the error, signs the check, and then decides on the following:

1. Exactly when and where he should teach Mary the correct way of filling out that particular part of the check which she did incorrectly. (He may decide that this should be done just as soon as Mary finishes with her present customer.)
2. The specific steps or ideas that he will present to Mary in order to correct her wrong practice.
3. Exactly how he proposes to interest Mary in correcting this error; how it will benefit her.
4. Whether or not he should have the copy of the sales check on which the error was made.
5. Whether or not he should void a check for Mary to use in practicing the "correct way."

After thinking over and deciding upon the preceding points, he comes to the teaching itself.

Section manager follows the FOUR BASIC STEPS in teaching Mary how to correct her error.

He follows up the teaching by checking with Mary on the first sales check which she fills out after she has been taught. This is done to make sure that she knows how to and can actually perform the task correctly.

If Mary has corrected her mistake, the section manager compliments her on her cooperation and interest in doing a job correctly.

## S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 13

### HOW TO EXPLAIN THE SECOND RESPONSIBILITY OF GETTING READY--MAKING AN ANALYSIS OF THE THING TO BE TAUGHT

In introducing the idea of making an ANALYSIS or break-down before starting to teach an employee, the instructor should bring out the following facts:

1. Experienced workers often know their jobs so well that when they try to teach a beginner they overlook and fail to demonstrate the simple but basic parts of the job which the new worker must first master.
2. A supervisor often knows how to perform a task so well himself that he does not stop to plan how he is going to teach another person to do the work.
3. An executive often is so thoroughly conversant with the factual information to be taught the learner that he does not recognize the wide gap between his own and the learner's level of understanding.
4. An executive frequently deals with a question of employee attitude in terms of his own mental and emotional reactions to the problem. Often the executive fails to consider the issues involved in terms of what the worker thinks and feels.

The fact has been proved over and over again that it is very profitable to spend a few minutes in determining and listing the principal things to be taught the learner, and in identifying the key points ("specials") essential to smooth performance on the job.

It will be necessary for you to SELL each trainee on the need and desirability of making an analysis before attempting to instruct. To help prove your case point out that:

Each of the three volunteer teaching jobs would have been much more effective had this been done.

The volunteer instructors would not have attempted to put over too much.

The information would have been presented more clearly.

The instructors would not have "jumped about" from one point to another.

The essentials to be taught would have stood out more clearly.

The learner would have been aware of an orderly procedure, and this would have helped him to organize the new material in his own mind.

In introducing the idea of the ANALYSIS, select one of the teaching illustrations put on by the volunteer teachers. Explain that you want the group to practice making an analysis.

Developing manipulative skill (Use Supplementary Sheet No. 10 (a) as your model for the two column headings)

Perhaps it is best to use the teaching illustration which involves the Development of Manipulative Skill or the teaching of a worker how to do a job or perform a task. This is suggested because experience has shown that this type of teaching situation is the simplest one for most groups to break down or analyze.

Ask a member of the group who knows how to perform the task (the expert) to come up to the front of the group and go through the task and the explanation slowly. Ask him to explain what he is doing as he goes through the task and ask him to explain why he performs each operation in a particular way. Ask him to use the current technical terms or trade expressions as he explains the task.

While the expert is performing the task, you and the group pick out the principal operations or processes which must be mastered by a worker before he can perform this task. Write these operations and processes on the left side of the board under the heading Principal Operations or Processes the Learner Must Master. Have the expert check your listing to make sure that you have listed all of the principal operations and processes.

Point out and discuss with the group the fact that the purpose of this analysis is not to list every conceivable little step, idea, fact, point, motion, or precaution. You are not trying to write a description of the task. You do not propose to prepare an instructional sheet for the new worker. Stress the fact that the purpose of the analysis is to help organize the task in the instructor's mind, to make sure that all essential parts of the task are demonstrated to the learner, and to be certain that the key points which are necessary for smooth performance or mastery of the task are covered in the teaching.

Explain exactly what a principal step or process is. Point out that a principal step or process is that part of a job where something actually happens. It is a part of the thing being mastered and is so essential that, if omitted or incorrectly performed, the task cannot be successfully completed.

As you make the above explanation, illustrate, by using the list on the board, how each principal step or process is an indispensable part of the thing being taught.

Point out that this analysis is not a hair-splitting micro-motion study. It is just a simple determination of what is really important to be "put over" to a learner.

Making the listing of key points.

On the right side of the board, under the heading of "Key Points," list the key points of the task being analyzed. Build this listing from the suggestions by group members, from the suggestions of the "expert," and from your own observation of the task as it was performed and explained by the expert.



Explain that key points are those things which the expert worker knows and does that give his performance a smoothness or "master" touch. The beginner may be able to get through the task if he performs each principal step or process, but he will be slow, his movements will be awkward, his fingers will appear to be "all thumbs." It is this extra skill that represents the "hard" and "tricky" parts of the task. These key points require extra time to learn and represent the real marks of the skilled worker.

Explain that "key point" is the term chosen to represent whatever is the "key" to the correct performance of one or more of the parts of the task. Key points, therefore, may be knacks, technical terms, special information, correct timing, special movements, safety precautions, or "tricks of the trade."

Discuss with the group the definitions of key points and principal steps and processes until the group sees the difference between them.

In some cases, however, the group may wish to choose for their practice analysis one of the teaching illustrations which deals with the other two types of teaching situations. In the following instructions, you will find suggestions on the analysis of a teaching situation which involves the imparting of factual information and the development or altering of an attitude.

Imparting factual information (Use Supplementary Sheet No. 10 (b) as your model for the two column headings)

Ask the member of the group who is thoroughly familiar with the body of factual information used in the teaching illustrations to come up to the front of the group and go through the explanation slowly. Ask him to emphasize the major ideas or facts as he goes through the explanation, and ask him to explain clearly why each of these facts is important from the standpoint of the learner. Ask him to use the necessary technical terms, use and emphasize correct pronunciation, point out some probable variations to the rule, and indicate the source of his information, stressing particularly why this source makes the information reliable.

While the expert is giving the factual information, you and the group should pick out the major ideas or facts which the learner must understand before he can make use of this factual information. Write these major ideas or facts on the left side of the board under the heading Major Ideas or Facts To Be Taught the Learner. Have the expert check your listing to make sure that it is complete.

Point out and discuss with the group the fact that the purpose of this analysis is not to list every conceivable little idea or subdivision. You are not trying to write a narrative report covering this information. You do not propose to be preparing written instructions for the worker. Stress the fact that the purpose of the analysis is to help organize the factual information in the instructor's mind, in order to make sure that all essential points are explained in their correct sequence and in a manner that will aid the learner to understand and use the material in his work.

Explain exactly what a major idea or fact is. Point out that a major idea is that part of a body of information which introduces an entirely new thought. It is a part of the basic framework of the subject matter which, if misunderstood, will prevent the learner from securing a clear picture of the



whole body of factual information. The learner must understand each major idea or fact in order to tie to it the supporting information and "plus values."

As you make the above explanation, illustrate, by using the list on the board, how each major idea or fact is an indispensable part of the thing being taught.

Point out, however, that this analysis is not a hair-splitting play on words; it merely is a simple determination of what is really important to be "put over" to a learner.

Making the listing of plus values.

On the right side of the board, under the heading of Plus Values, list the plus values of the body of factual information being analyzed. Build this listing from the suggestions by the group members, from the suggestions of the "expert," and from your own observation of the body of factual information as it was presented by the expert.

Explain that plus values are those things which the expert worker understands and does that give his performance or explanation a smoothness or "master touch." The ill-informed worker may be able to get along on his job with a limited understanding of each major idea or fact, but his lack of understanding will show up. He will misuse technical terms, he will mispronounce names of merchandise and manufacturing processes, he will evade questions asked by customers, he will be lost when confronted with a slight variation of the situation used in the original explanation, and his acceptance of the facts will be based on faith rather than on a knowledge of the reliability of the sources from which the information comes. Understanding of these plus values builds confidence in the employee as well as in the public which he meets. Knowledge of these plus values causes the customer to say, "That salesperson knows what she is talking about." Explain that "plus values" is the term chosen to represent what should be added to "bare acquaintance with the facts" in order to make their use most effective. Plus values, therefore, may be technical terms, trade names, correct pronunciation, probable variations to the rule, reliability of information, or other points which add finesse to the use of factual information.

Discuss with the group the definitions of plus values and major ideas until they see the difference between them and are able to give illustrations from their own field of work.

Developing or modifying an attitude (Use Supplementary Sheet No. 10 (c) as your model for the two column headings)

If the members of the group wish to work out a practice analysis from the teaching illustration which deals with an "attitude situation," make use of the following suggestions in giving your explanation.

Ask a member of the group, who has dealt with the attitude situation in his teaching illustration, to explain to the group all of the things involved in the wrong attitude which he was attempting to correct. Ask him to stress the mental and emotional factors which were involved. Ask him to explain any company policy or conditions found on the job which seem to contribute to the

wrong attitude. Ask him to call to the attention of the group any points of human relations or employer-employee relations which are involved, such as selfishness, dishonesty, passing the buck, jealousy, over-bearingness, tactlessness, etc. While the member of the group is giving this information, you and the remainder of the group list, in the left column on the board, the mental and emotional factors, policy, and job conditions involved in this wrong attitude.

Explain that in this left column you will indicate those factors and conditions which contribute a major part toward the attitude situation being considered. These factors represent such a significant part of the underlying causes of the attitude that, if they are not identified and considered, it is probable that any change in attitude will be of a temporary nature. Although they are important in contributing to the wrong attitude, they may need to be identified and isolated to call them to the attention of the person possessing the wrong attitude.

Discuss the details of this listing in the same manner as described in the early part (Page 2) of this supplementary sheet.

Making a listing of human relation points involved in this problem.

In the right column, list the Human Relation Points Involved in This Attitude Problem being considered. Explain that these human relation points are the tangible evidences which reveal particular characteristics of an individual. Personal characteristics represent the lubricant or the sand which either adds to or interferes with harmonious relations between persons working in a department or store. These characteristics of individuals which show up in their dealings with others are deep-seated; they may be controlled or developed, but are very rarely completely changed. These personal characteristics are of such nature that it is oftentimes easier to help an individual control a characteristic than it is to get him to admit that his characteristic is not acceptable or "right."

Discuss with the group the definitions of mental and emotional factors, policy, and job conditions and the human relation points involved, until they see the difference between them and are able to illustrate each from their own experience.

Explain that, when the analysis sheet is used, the form will be chosen to fit the particular type of teaching situation involved.

## S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 14

### HOW TO EXPLAIN THE THIRD AND FOURTH RESPONSIBILITIES IN GETTING READY TO INSTRUCT

Third Responsibility--HAVE RIGHT MATERIALS, EQUIPMENT, AND SUPPLIES ON HAND.

It is highly important that the instructor, in teaching a worker, be sure he uses the correct tools and materials in demonstrating the task. The learner is being asked to master a new task and he will be observing many details of which the instructor may not be aware.

It is very simple for an experienced worker to explain how to perform an operation by visualizing the tools or materials which are used, or by making use of makeshift supplies. The learner, however, is not able to make this adjustment. If the instructor is not careful about using the proper materials, the beginner will be apt to acquire bad work habits.

The supervisor, department head, and experienced worker should set the right example for the beginner. Apologies for using wrong equipment or materials when teaching a worker lowers his respect for you as supervisor.

It is a well-known fact that the salesman should get the merchandise into the customer's hands. It is also a well-known fact that this merchandise must be in perfect condition--it must work.

Lack of correct or sufficient materials, or "the forgetting of something," contributes to poor work standards on the part of the worker. It is the instructor's responsibility to make sure that he has the right materials, equipment, and supplies on hand before attempting to teach a worker.

Fourth Responsibility--HAVE WORKPLACE ARRANGED JUST AS THE WORKER IS EXPECTED TO KEEP IT

Good housekeeping habits should result from the way you teach workers how to perform the tasks which make up their job. Poorly arranged counters, stock out of order or soiled, paper or packages behind the counter in the work station, or any single thing that is wrong with the work station where the new employee is being trained to carry on his job, set poor examples for the learner.

First impressions formed during the teaching process are very vivid and often carry over into the work habits of the employee.

## S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 15

### SIMILARITY BETWEEN SELLING AND TEACHING

The following conversation between an educator and salesman on the question of the similarity between selling and teaching is an excerpt from Book I, "SELLING - TEACHING" of the series "CAN YOU TEACH THEM HOW," by John H. Dillon, published by the American Technical Society, Chicago, Illinois.

"You have already demonstrated from past experience that you can train and supervise men in a reasonably successful manner. You are not content, however, with just average skill in connection with this training function. You want to extend your personal power through effective training. You must add to or modify some of your training procedures in order to accomplish this step-up in efficiency.

"I want to say, Bill, that you have the first prerequisite for success in acquiring this additional degree of skill. You know you are not perfect, you are willing to admit this, and you want to improve yourself. You are willing to change for the better, and this attitude is found only in active, alive, and growing individuals."

"Won't learning how to teach be very difficult?" asked Bill in a tone of voice which showed that he was uncertain of his own ability to learn these training methods. "I know nothing about teaching."

"No, Bill, it's not going to be hard, for you are already experienced in training men by giving instructions and directing their efforts your way. I want to help you give your present habits a 'tune-up' in order to get those important 'few extra miles.'

"You recognize the fact that there are various steps in a sale which must be followed through. There are, on the other hand, various steps which you must take with the employees you are training. Executives who are effective trainers of their employees know and follow certain steps or patterns which become quite simple when practiced.

"Each step is carried through by means of teaching procedures or devices. You will soon learn how to select the right approach or stress the correct features of the shoes you are showing a prospective buyer." Mr. Howard took a small pocket notebook from his pocket. "Let's put this idea into the form of a chart and compare the similar features," he continued.

"When starting work in a new field, we usually study the new job and identify those features that are similar to the work we have been doing. This procedure is followed in order that we may isolate the entirely new areas which must be mastered."

As he said this, Mr. Howard drew a line through the middle of one of the blank pages of the notebook. On one side he wrote "The Salesperson" and on the other, "The Teacher (trainer)." Bill and Mr. Howard each contributed items and ideas from their respective fields, putting them under the two

headings, until a chart, such as shown below, was developed. Bill would indicate a step in a sale and Mr. Howard would match it with a step in the teaching process. Bill was quite surprised by the apparent similarity between the features of these two processes. When the chart was finished, it appeared as follows:

The Salesperson	The Teacher (trainer)
Approaches a prospective customer.	Secures the attention of either an inexperienced or an experienced employee who needs to learn something.
Brings together prospect and merchandise by means of definite selling procedures.	Brings to the employee the material to be taught according to a planned procedure.
Develops interest in specific merchandise and stimulates prospect to think of himself as possessing, owning, and using merchandise. Answers questions and overcomes objections.	Develops interest by stimulating the employee to think of himself as possessing and using specific new skills and knowledge which will be of personal profit to him.
Closes the sale. Prospect has become a satisfied owner of the merchandise.	Makes sure employee has mastered and wants to use the subject matter or the skills and knowledge required to do the job.

Mr. Howard continued pointing out features of the chart they had completed. "In selling, Bill, you give a good deal of thought to the physical setting (buying atmosphere) of your department. In teaching, we likewise give attention to the physical setting of the place where the training is to be done. In training on the job, the setting cannot always be controlled. Very often a supervisor must do a training job in the department while the salesperson keeps an eye on her counter; however, we do the best that we can with it. In some cases, we are able to use a room which has been set aside for training purposes, in which case it is easier to create the necessary learning atmosphere for the trainee. Experience of many years has shown us the importance of the environment in training; this has been proved to have an actual effect upon the development of interest on the part of the trainer. Just as in selling, your first step in your sale is to sell yourself--the salesman--so that the customer will feel confidence in you; so, in training, the first thing which the trainer must sell is himself."

"Is this true even when training your own employees?"

"Yes, an employee may recognize your position as department head, but he may not respect or accept your leadership when you attempt to train him. He may think that he already knows more about the performance of the task or issue being considered than you do, even though you are his supervisor.



"When working with a trainee, you try to make him feel that he and you have an important problem to work out together," continued Mr. Howard. "It is quite necessary to get him to feel that he wants to be helped. Only when he sees how he will benefit is he willing to exert some effort to improve his performance. In the first few minutes of a training interview, the trainee must be convinced that the trainer is competent in the specific thing being taught, and that the definite benefits which he will derive from the instruction will make the time spent worth while. In the same way, the trainer must capture the undivided attention of the trainee, for an adult in a training situation, consciously or unconsciously, may have his mind centered upon some personal problem. The first job of the trainer, then, is to center the attention of the trainee on the specific problem or topic to be considered. He must do that by some device which catches his attention. You understand that thoroughly, Bill, because you do that constantly in selling.

"After you have secured the interest of your customer in the merchandise, it is your job to present and demonstrate those sales features which fit the needs of the customer most satisfactorily. Likewise, in training, it is important that you do the same thing with your trainee. That is, discuss the subject matter with him in an interesting way and stimulate him to give you his own opinions. For example, if you are training a salesperson in the use-values of merchandise which you have on display, let him suggest ways and means of talking about the merchandise to a customer; create in his mind a feeling that these 'sizzle words' and 'action-stimulating phrases' must become part of himself before he can present the merchandise in such a convincing way to the customer that she feels the urge to own it. Let the trainee talk about these methods of presenting merchandise as if he already were using them. Stimulate his thinking on the value of a planned sales presentation. The automobile salesman kindles the ownership urge by putting the customer behind the wheel. The apparel saleswoman does it by trying the dress on her customer and creating a picture in her mind of what a success she will be at the party for which she is purchasing the dress.

"The effectiveness of your closing methods, when selling, is checked each day by the dollar volume of your sales. In training, it is not easy to count the profits resulting from instruction of the trainee. In the first place, you must make sure that the learner understands and can perform the work under close supervision. You determine this by asking questions, by having the trainee perform, and then by asking him to tell you how he will meet some variations of the job. You can make some check-up on understanding and ability to do if you will ask the trainee to report to you cases in which he failed to close a sale or meet some other situation after he did what he considered should have been a satisfactory job. The number and nature of these reports will indicate individual progress. Often, when the employee is reporting his experience with a sale, you will have a chance to correct some of his wrong information or sales procedures. Over a period of weeks, you can check the effectiveness of training by the improvement shown by your employees in performance and general attitude."

After a careful study of the chart which was drawn to emphasize the similarity between selling and teaching, Bill asked, "Can you draw that chart in a more simple form to help me keep it in mind? We often refer to the steps of the sale as approach, presentation of merchandise, handling questions and objections, and closing. What would be the teaching steps that you would place parallel to these steps in making a sale?"

Mr. Howard recognized the fact that Bill, like all busy executives, wanted a short cut or brief picture which he could easily keep in mind.

"O.K., Bill. Let me make another chart," said Mr. Howard as he took another sheet in the notebook. "I will add the word 'process' to each of the box headings. We will then use the four steps which you just mentioned and I will add the four basic steps in the process of teaching."

The following brief chart was the result, and it, too, brings out the very close similarity between these two processes of teaching and selling:

Process of Making a Sale	Process of Teaching a Learner
1. Approach.	1. Preparation of the learner.
2. Presentation of merchandise.	2. Presentation of material to be learned.
3. Handling of questions and objections.	3. Assimilation--application to the job.
4. Closing the sale.	4. Testing on understanding and ability to do.



## S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 16

### THE FOUR BASIC STEPS IN THE TEACHING PROCESS

The teaching process referred to in this bulletin is made up of four steps and involves the learner, the teacher, and the subject matter or material being taught.

The four steps making up the teaching process are:

1. Preparing the learner.
2. Presenting the new subject matter to the learner.
3. Aiding the learner in the assimilation and application of the new subject matter.
4. Testing the learner to make certain that he understands and can use the new skills and knowledge in his work.

These four steps of the teaching process may be compared with the steps or parts of a sale. They represent a reduction of the job of teaching to its simplest elements. Although they are considered separately in this explanation, they are not clearly defined divisions or stages of the teaching job. They represent four things to be done as a part of the process; but in actual practice, these four steps are fitted together in such a way that it is impossible to detect exactly the close of one and the beginning of another. Each step is explained in greater detail below.

#### 1. Preparing the learner.

The first step in the teaching process, preparation, gets its name from the fact that at this point the teacher prepares the learner (physically, mentally, and emotionally) to receive the new knowledge and skill. In other words, the teacher sets the stage, helps the learner see what is going to be taught, gets his mind focused on what is to be learned, and arouses his interest in the new subject matter.

The learner is encouraged to recall, from his former training and experience, what he already knows about the subject. He can use these already familiar ideas as hooks upon which to hang new ideas. The educator calls the use of these already familiar ideas "building upon present knowledge."

Another function of this preparatory step is to get the learner to realize the importance to himself of what is to be taught. This causes him to want to possess the skill or knowledge to be covered in this specific teaching situation. When this has been done, the learner will be in the correct frame of mind to see the relation between his present knowledge and the new material he is to learn. He will understand why he can't afford to neglect this opportunity to learn something of value to himself.

The teacher must sell the learner on the benefits he will get from what he is asked to learn.

2. Presenting the new subject matter.

Although the second and third steps of the teaching process will be treated separately in this bulletin, in practice they often occur simultaneously. You might say that there is a "give and take" or "two-way flow" between the teacher and the learner. The teacher presents an idea, the learner hears it or sees it, and then, if the preparatory step has been completed, the learner starts to react to the idea.

As soon as the learner is "ready," the teacher introduces the second step of the process. In this step, the learner is presented with the new subject matter he is to acquire. This, obviously, is a very important part of the teaching process. The teacher already has determined the subject matter (specific knowledge, skill, or attitudes) to be taught to the learner. The details of the subject matter which the learner desires to master are now made available to him in such a way as to help him learn.

This presentation of material must take into account the learning ability of the person being trained. Each detail, idea, or operation must be presented and explained in terms understandable to the learner. Some ideas may be presented to the learner by means of oral explanation; many must be demonstrated some require a sketch or diagram; and other ideas are best presented by a picture. But, in any case, the learner must grasp mentally what is being presented before he can assimilate it or add the new material to his present knowledge.

Presentation of new ideas may be done by the teacher, but in many cases, for example in a store meeting, the new ideas really come from some member of the training group. Regardless of the source from which the ideas come, it is the teacher's job to help clarify or interpret each idea being considered by the learner.

3. Aiding the learner in the assimilation and application of the new subject matter.

The third step in the teaching process is intended to enable the learner to make the new information, skill, or attitudes a part of himself. The employee must be able to apply his new knowledge to the problems or practices which confront him on the job. For example, he (learner) says to himself, "How does that idea apply to me in my work?" Although this assimilation can be done only by the learner, it often is necessary for the teacher to assist him in visualizing applications and reconciling the new ideas with former beliefs or practices.

This assimilation is a mental process of sorting, selecting, cataloging, substituting, eliminating, supplanting, and adding to the ideas and habits already possessed by the learner. If the trainee is learning, a change takes place in him, resulting from the assimilation of the new subject matter. This process of accepting new ideas or acquiring new skills takes time and requires mental and physical effort, and may actually be resisted by some persons. Maximum learning will take place when the new material is presented in a manner and at a speed adapted to the learning ability of the specific trainee.

The best way to help the employee "get" what is being taught or develop his ability to perform the work is to have him use the new skill and knowledge immediately. He can do this by discussing the new ideas or by performing the new operations under the close supervision of the trainer.

Some persons grasp an idea much more slowly than others, and they often need to ask several questions before they get the picture clearly; this is where teaching skill comes in.

You may need to present again or further explain some ideas or operations being taught. The learner's actions and the nature of his questions and responses should indicate how well he has grasped what has been presented. The ability of the learner to apply what has just been explained to typical job situations or problems drawn from the work for which he is being trained is one good indication of his understanding.

Obviously, the subject matter covering a major task or topic will involve several ideas or details to be learned. It is a good teaching practice to provide for the assimilation by the learner of each of these details as it is presented. This procedure will be much more simple for the learner and will result in a more complete mastery of the material being taught.

#### 4. Testing the learner.

In the fourth step, the teacher discovers whether the learner has gained sufficient mastery to be able to perform the task or meet the problems of the new job. He will not feel safe unless he can do the job "entirely on his own." In short, it is up to the teacher to see that the learner can go on the job fully prepared to work with little or no further instruction so far as this particular task is concerned. That is why the teacher must test him. He and the teacher must both be satisfied that he can "do" the job without close supervision or an undue amount of help. This testing, which is an important part of any teaching job, can be carried out in a variety of ways. In teaching manipulative operations, the instructor has the learner perform the entire job without assistance, thereby demonstrating the extent of his mastery of the work. In teaching informational material, the instructor may test the learner's understanding by oral or written questions, by problems which require the application of the knowledge learned, or by requiring the learner to explain how he would apply the new principles or subject matter to the actual job practices in his daily work. When the responses of the learner are sufficiently clear, accurate, and practical to demonstrate satisfactory mastery, the instructor may assume that his teaching has been effective.

In this idea-picture of the teaching process, these four steps might be referred to as four things to be done. The time and effort which must be given to any one of them will vary with different learners and the subject matter to be taught. In one case, it may be necessary to spend considerable time in getting the employee ready to learn or in helping him understand what he is being taught. In another case, the learner may already have a desire to possess some specific information. When you discover that an individual possesses a receptive frame of mind, you immediately start to present in organized fashion the parts of the new information which he wants to possess. This is exactly the way in which a salesman handles different customers. When the "smart" salesman detects the fact that part of the selling job has already been done before the customer enters the store, he starts from where the customer is in her thinking and works toward a "close."

## S U P P L E M E N T A R Y   M A T E R I A L

SHEET NO. 17

### PRINCIPLES OF INSTRUCTION

#### How does an individual learn?

As individuals (learners) acquire manipulative skills, technical facts, related knowledge, attitudes, ideas, and other controls of personal conduct and job performance, they are learning. This learning is a mental process, but it is aided by all of our senses. We learn about odors through the sense of smell, about colors through the sense of sight, and about other things through our senses of touch, hearing, and taste. It is easy to see, therefore, why an instructor must make use of all five senses, or of as many of them as possible, when he helps an individual learn. The instructor who makes use only of the sense of hearing reduces his chances of doing the most effective training job. The good instructor considers the nature of the thing to be taught, and then selects and uses the proper channels for "reaching" the learner.

It is safe to say that the effectiveness of training depends largely upon the success of the trainer in (1) creating learning situations, and (2) directing the activities of the learner so that he will receive what he is to learn through as many of his senses as possible. The latter technique utilizes the same principle successful salesmen follow when they show the merchandise to customers, tell them about it, have them feel it, smell it, taste it, and listen to it if possible. The employee will learn more easily when correct learning situations are presented.

An individual learns through engaging in purposeful activity. He will hear many things and see many things that make little or no impression on his mind. In these cases, he is seeing and hearing, but no learning takes place. In other cases, a person sees and hears, and he learns from his experiences. The difference is one of the degree of attention given to specific things which occur within the range of an individual's sight and hearing. This explains why you often can tell a person how to do something and, because of lack of attention on his part, he will continue to make the same mistakes. It also explains why a person can be in a store meeting, yet, for all practical purposes, be absent. He hears what is said, but it makes no impression because his attention is not centered on the thing being discussed.

Individuals may learn by engaging in a variety of activities. For example, an employee can learn from reading books and journals, doing exercises in lettering for show cards, solving mathematical problems found in his daily work, writing sample sales presentations, planning advertising copy and lay-outs, listening to explanations by the trainer, observing what goes on around him, watching a demonstration, describing sales interviews, answering questions orally, asking questions, seeing a sales technique applied in a motion picture or slide film, dramatizing a sales situation,

or preparing a sample window or counter display. It is important to remember, however, that learning will occur through participation in these activities only if the individual is giving his attention to the activity.

Educators and psychologists have studied the problem of learning and have conducted numerous studies in an effort to discover exactly why and how people learn. A great number of theories and schools of thought have resulted from these research studies and observations. But the question of how an individual learns is still very complex. However, it is more important for you to understand how to get desired results from your teaching efforts than it is for you to spend your time on psychological explanations of the learning process.

Practical trainers have developed some simple rules or principles that we can understand and apply in our own teaching situation.

Learner must be ready to learn.

Most employees are willing to learn if they can be made to see how the possession of the new skill or knowledge will benefit them. When an individual is seeking knowledge, he learns much more easily than when an attempt is made to teach him something over his protests, or when he has no interest in learning. Some of the individuals you attempt to teach may be indifferent to learning many of the things which you feel should be taught. Others actually may resist efforts to teach them the things which are necessary on their jobs.

To be in a state of readiness calls not only for undivided attention on the part of the learner, but also for a desire to learn or a realization of the personal importance of what is being taught. Psychologists describe the desired frame of mind as one of readiness, which means, simply, that the learner must be ready or be in a receptive frame of mind if the teaching is to be most effective. This readiness must exist whether the thing to be taught is a complex task or a simple idea or operation.

Learner must have receptive attitude toward what he is being taught.

Adults usually like to do those things which bring pleasure and enjoyment. That tendency should be kept in mind when training employees. The employee learns most easily and remembers best the skills and knowledge which are taught in such a way as to make the learning a pleasant experience. He associates the pleasantness of the learning with the idea or thing being taught. For the same reason, unpleasant surroundings, a gruff, irritating executive (trainer), an attitude of fear, or a feeling of being coerced may cause the learner to resist what is being taught, or to exert little effort to retain what may have been presented. Psychologists call this the "law of effect."

This law of effect works in another way. If the results of using what has been taught the learner are pleasant, or if the use of new skills enables him to attain what he desires, then he is apt to remember and use them again. If the results are unpleasant or unsatisfactory, obviously he may avoid making use of what he has learned.



Learner must repeat or use what has been taught

Many of the things we do have become habits. We can perform them with very little thought. Skill in performing a manipulative operation is attained when many of the steps or processes can be done correctly and speedily without giving them conscious thought and attention. Forming correct habits is, therefore, very important on any job.

Habits are valuable to an employee, but they sometimes may constitute a problem for the teacher. Wrong habits are difficult to break because they are performed without thinking. Before a wrong habit can be eliminated or modified, the learner must become aware of a needed change and make himself "think" of each part of the process which has reached the habit stage. The learner must then perform the process and give particular attention to the new procedures and to how they differ from those they are replacing.

Psychologists agree that repetition or drill will, up to a certain point, help a learner master certain things, and some refer to this fact as the law of exercise or use. Though there is no agreement as to just why this is so, we can take the principle for granted and study the uses of drill or repetition in improving the job performance of those individuals we must teach.

In teaching an employee an operation or fact that he must use many times, it is well to help the learner make this item a part of his habit. Habits are formed by performing an operation over and over so many times that the mind and muscles reach the point where, if the individual is faced with that same problem or stimulus, he will respond to it in the same way without the necessity of thinking through each detailed step, operation, or fact.

Interest is necessary in learning.

When definite content or material is to be mastered by the learner, the organized procedure by which he acquires the desired mastery is called "study." Study may be tiring to the learner. It requires mental and sometimes physical effort. It is work. Consequently, there must be some incentive to make the learner want to study. The incentive or motive power is interest.

One of the important jobs of the person attempting to teach an adult is to stimulate and direct his interest so that he will want to study, analyze, and solve his problems. The adult who comes to a leader for help on a problem, enrolls in a store group, or attends an evening class is, of course, interested in a general way or he would not have taken this action. It has been said that interest is revealed by energetic or enthusiastic activity.

If learning is to be most effective, however, the learner must become actively interested in each specific idea, lesson, topic, or problem being studied. The effective teacher will devise ways of building and maintaining interest as an important aid to learning.

Volumes have been written on this one subject--INTEREST--but, in this brief explanation of teaching, only limited space will be devoted to it. Following are a few suggestions in connection with interest which will be of value to the practical trainer.

Interest factors are like buying motives. Interest is the driving power which gets action or effort, and is that state of mind which causes a learner to give sustained attention to something. The teacher can create or increase interest on the part of a learner or the members of his class by making use of certain devices called "interest factors." These act like crowbars or jackscrews in helping to get learners out of the rut of inattention or inactivity. The teacher must study the individuals in his group and then select and use those interest factors which will make the strongest appeal to the different members of the class. It is important to realize that each learner like each customer, must be handled in a special manner, depending upon his individual likes, dislikes, motives, and needs.

1. Showing application or utility. One of the strongest incentives for learning is for the learner to see how he is to use the material he is asked to learn. "What good is this to me?" is a question which teachers hear. Men want to know how mastering certain information or skills will benefit them. The teacher who regularly shows how the subject matter can be applied to practical job situations will be providing a powerful incentive for learning. When one sees the usefulness of the subject matter in his own daily occupational experiences, he is apt to feel a strong interest in mastering it. The teacher, therefore, should plan definitely to show the application or utility of the material he is teaching.

2. Attaining some objective or aim. Realization by the learner that what he is asked to learn will aid him in attaining some valued objective or goal also is a powerful factor in developing interest. His aim may be to become an expert in merchandising, to get a job that pays more, to be promoted to some better position, to buy a home, or to gain some other cherished objective. If what is being learned will help him achieve the desired goal more quickly, he will be much more interested in learning. The teacher should find what the objectives of the learner are, and what the learner hopes to do or be, and he should point out the ways in which mastery of the work being taught will help the worker attain his objectives.

3. Creating a sense of mastery. "Nothing succeeds like success." All of us are most interested in those activities in which we get along best, and this interest in turn makes us strive for improvement in those activities. The same principle holds true for adults in business. A worker in the commercial field who encounters success in mastering details of his work finds that a sense of accomplishment is an important element in creating additional interest. Failure and discouragement lower interest, whereas success and a sense of accomplishment increase interest. The trainee will become interested in what is being presented if he is helped to gain a sense of mastery over it.

4. Satisfying desire for approval. Most human beings unconsciously desire personal recognition in the form of commendation or approval. Within limits, this is a legitimate interest-creating device, since merited praise for good work is to be expected. Some individuals are not susceptible to it, whereas others will resort to deception in order to get approval from instructors. Between these two extremes will be found all degrees. The teacher should use commendation where justified. However, if praise is overdone, or bestowed too generously for low accomplishment, its value as an interest factor is destroyed.



5. Maintaining a feeling of self-respect. An individual often maintains or renews his interest and effort rather than face failure in the eyes of parents or family who expect him to succeed. Employees often are very sensitive to the opinions of their supervisors or fellow workers. Everyone likes to rate well with his coworkers; disfavor hurts pride, and the fear of disfavor or poor opinion is, for many, a strong incentive to effort.

The teacher stimulates interest in learning by pointing out the effect that job performance has on the estimates of an employee by his fellow workers. Favorable comments on ideas expressed in the discussion, or statements from the employer regarding improvement of an employee as a result of training, make the enrollee feel important. It has been said that this desire to be important and successful in the eyes of friends is one of the strongest urges of man. It stimulates healthy self-confidence and self-respect.

The importance of pride or self-respect as a buying motive is well known to salespersons. Self-respect is just as powerful an interest factor in training an employee. Contributing to one's sense of self-respect by developing pride in job performance is a most effective means of appeal when working with adults.

6. Satisfying a curiosity. Curiosity is a natural characteristic of human beings and often remains active throughout life. The child adds to his understanding of life and acquires a knowledge of his environment by asking questions. This continuous search for new information is a healthy condition and results in an active and alert mind. Persons with intellectual curiosity always want to know the "why and how" of everything which comes to their attention. This is desirable within limits in every learner, for it is the inquiring mind which makes for progress. The stolid, unimaginative, noninquisitive individual who never sees anything to become curious about cannot be moved to self-improvement because he has nothing within him to cause a response.

The effective teacher will stimulate interest by opening up many new fields or areas of study and investigation in the course of his training contact with a worker. Assignment of additional reading and calling attention to sources of more complete information will appeal to those with inquiring minds.

The important role of interest as an aid to learning should be fully appreciated by the teacher of adults. He should know the foregoing "interest factors" thoroughly, and should remember that they will appeal with different force to different individuals. He will have to study the individuals he is training and make use of the most appropriate interest factors to provide each person with a compelling incentive or desire to learn.

## S U P P L E M E N T A R Y   M A T E R I A L

SHEET NO. 18

### HOW TO CRITICIZE PRACTICE INSTRUCTION CONSTRUCTIVELY

#### 1. BEFORE the demonstration starts.

- (a) Distribute "task analysis" sheets.
- (b) Ask members to jot down what they believe to be the KEY POINTS of the task.

Review when necessary what a "key point" is; i.e., something that is the "key" to the correct performance of a step. Remember, however, that every little point and precaution is not a key point.

- (c) Ask members to follow their "How To Instruct" cards and note any errors and omissions.
- (d) Call on a member to put on his demonstration.
- (e) Caution him to have everything ready and in order.
- (f) Ask him to describe the JOB SETTING for his demonstration.
- (g) Ask the member for his "task analysis."

Explain that you want to see if he has caught the "knack" of breaking down the job--that you will return the sheet to him.

- (h) Have a supply of "task analysis" sheets for your own use.

Jot down, as the instruction proceeds, both STEPS and KEY POINTS as you can catch them from the demonstration. DON'T COPY the member's break-down. Make your own. This will provide an interesting comparison and basis for your comments. Make notes, on the same break-down sheets, of errors, omissions, and mistakes you have observed in the GET-READY points as well as in the FOUR STEPS in the instruction.

#### 2. AFTER the demonstration.

- (a) Comment or ask a member to comment on the GET-READY points.

Did the instructor appear to have everything planned; did he know what he was doing?

Were materials and supplies all in readiness? Did the instructor fumble in any places? Did he forget anything?

Was the workplace in order? Did the instructor have to change it during the instruction? Did he have to apologize?

Did he appear to have his teaching job well organized? (Don't discuss steps and key points--just whether it seemed to be well-organized.)

(b) Comment yourself or ask a member to comment on the FOUR BASIC steps.

STEP I.

Was the worker put at ease? Was this natural, or overdone, or poorly done?

Did the instructor find out what the worker knew? Was this directed at the specific job--not at his general usefulness?

Did the instructor tell enough about the task to genuinely interest the man, yet keep the story brief?

Did the instructor place the worker in a proper position while demonstrating?

Did the instructor make a smooth, natural transition to step II?

STEP II.

Was the material covered too big a "dose"?

Was the explanation clear, understandable, and complete?

Did the instructor "jump about" or "back-track"?

Could you follow the steps of the task in your own mind?

Were key points really stressed? Could you catch them?

Were all the key points really brought out sharply? Ask the members. Have them tell what key points they jotted down. See how their key points compare with those of the instructor.

Were there any trade terms used that weren't explained?

Could the worker see the operation clearly?

Did the instructor repeat when necessary?

Was there a smooth transition to step III?

STEP III

Did the instructor have the worker do the job?

Did the instructor correct errors at once?

Did the instructor have the worker do the job again, TELLING the instructor what he was doing, and why?

Did the instructor have the worker DO and EXPLAIN what he was doing again and again until the worker knew it PERFECTLY?

Did the instructor ask questions that couldn't be answered by "yes" or "no"?

Did the instructor have the worker do and explain key points? Did these stand out sharply?

Did the instructor "grab" tools or materials out of the worker's hands to correct errors or reinstruct?

Was the instructor's attitude exacting yet friendly? Patient?

Did the instructor make a smooth transition to step IV?

#### STEP IV

Did the instructor test for understanding and ability to do?

Note: Turn to the learner. Ask him "fine" or "key points" about the task. See if he knows them. If he doesn't stress the fact that "if the worker hasn't learned, the instructor hasn't taught."

Note: You must maintain a searching and penetrating frame of mind toward these demonstrations. Look for the "find" points where the learner might go wrong. You don't need to know the operations. Just ask searching questions. Remember, you must make instructors be more thorough, exact, and careful. It is dangerous to assume that the learner knows--you must check and make sure.

#### (c) Follow-up.

Was someone designated to whom the worker could go for help?

Note: This is about all of the idea of follow-up that can be included as a part of the demonstration. Sometimes an instructor will walk away from the worker for a moment, letting this act indicate a passage of time in the store. Then he returns to "check" on the worker's progress. This is a good practice to follow unless it will take up too much of the meeting time. It is even helpful to have the instructor state about how much time has elapsed.

## S U P P L E M E N T A R Y   M A T E R I A L

SHEET NO. 19

### EFFECTIVE "TEACHER-LEARNER" ATTITUDE

During the last few years, we have listened to many talks and read many articles dealing with employer-employee relations. In too many cases, little thought was given to this relationship until it had reached a strained state or until it had become an issue. In this course we have proved that the first necessary step in the teaching process is preparing the learner. We have stressed the importance of preparing the learner's frame of mind or developing a receptive attitude. Bringing these two ideas together, we will consider a special relationship which is essential to successful employee training. We will call this a "teacher-learner" working relationship.

We will look first at a relationship which is common in many sales organizations, and we will call it a "boss-worker" relationship. When we look into the office of the "boss," we find him behind his desk in a setting which gives him the advantage in any interview with one of his workers. Tradition demands that the boss have a "yes or no" answer for most questions put to him. His executive position has the power, through the pay envelope, to hire and fire and to reward or penalize. He is human and responds favorably to flattery and external signs of respect on the part of his employee, and he also ignores and even resents criticism or opinions which differ from his own. He often knows more about the issue than he is willing to reveal to a worker. He is often older in experience than the worker, and takes pride in his own mastery of obstacles in his rise to his present position.

Into the presence of this "superman" we bring an employee who has made a mistake because of a lack of correct information. The following list of typical reactions describes this situation:

- The boss:
1. feels he is successful and "has the answers."
  2. tells the worker.
  3. bawls the worker out, assuming that he knew better because he had been told.
  4. implies that he, the boss, never makes a mistake.
  5. assumes the right to have the "first say" and then interrupts as he sees fit.
  6. has the records of the incident before him on his desk.
- The worker:
1. suspects that any admission of error or lack of knowledge will be held against him when considering wages and dismissal.
  2. tries to make the best possible impression--often says he understands when he does not.
  3. feels that he will be considered "dumb" if he asks questions.
  4. is ill at ease as he stands in the "front office," "on the carpet."
  5. has performed the work as he thought it should be done--has cleared his own conscience.

Is there any question as to why this kind of situation is not conducive to good teaching?

No doubt, the picture just painted is somewhat exaggerated, but many of the elements listed may be found in too many so-called teaching interviews.

It is a real problem for an executive to give positive direction to a business in the field of policy and administration, and then to step into a different role when he is faced with the job of helping a worker learn.

In the "teacher-learner" relationship, the learner must be encouraged to say "I don't know" if he is not sure of his understanding. He must admit a deficiency before the teacher can help him to improve his mastery or add to his knowledge. The learner must want to learn and he must feel that the teacher will respect his honest search for fuller understanding. The teacher must be more concerned with developing the learner than with parading his own knowledge. He must have the confidence of the learner and respect this confidence. The teacher must stimulate the learner to think out a solution to the problem, rather than to have the teacher give him the right answer. Adults do not like to say "I don't know," especially when they were supposed to have the information. Admitting a lack of skill or knowledge or a wrong attitude is difficult, and it often is accompanied by a feeling of resentment and belligerency unless there is a friendly informal atmosphere prevailing between the teacher and the learner.

This idea of the teacher-learner relationship is one of the fine points of human relations found in retailing. Poor relationships often are the source of major conflict and personnel unrest. Because they can raise barriers and prevent supervisory use of the teaching ideas contained in this custom-made course, teacher-learner relations should be discussed and evaluated thoroughly.



## S U P P L E M E N T A R Y M A T E R I A L

SHEET NO. 20

### FOLLOW-UP ON TEACHING--SUPERVISION

(The following material is taken from several different sections of a manual on "Personnel Supervision" published by the Associated Dry Goods Corporation of New York.)

#### 1. Importance of skill in personnel supervision.

There is no type of business in which a loyal and enthusiastic personnel is more essential to success than the retail store.

In most manufacturing industries the careless or inefficient employee spoils work, but, with the careful check-up of the inspection department, this never gets into the hands of the customer; and the "crabbed" employee, so long as he minds his own business and does good work, is not a serious liability.

In a retail store, however, with so large a direct "exposure to the public" a mistake made, or a display of personal temper, very frequently affects the customer directly; and often loses her for the store without the management even knowing anything about the occurrence or being given an opportunity to make amends.

The ability to develop a loyal, enthusiastic, and capable group of coworkers is, then, an even more important qualification for success as an executive in retailing than it is in other lines of work.

One may be, or become, one of the best informed buyers in his field; he may know much about the technical details of his merchandise; he may know who is the best manufacturer of each type of merchandise; he may have a well-planned system of stock control and yet not be a great success.

All of these qualifications, important as they are, cannot be made fully effective unless the possessor can get over to his salespersons his own enthusiasm about the merchandise, give them a desire to render every customer the type of service he would like to see given, teach them to know the selling points of the merchandise and how to present these to the customer, and inspire them with a desire for accuracy and with high ideals of service.

In other words, no amount of technical knowledge can make anyone a real success unless he also has at least a fair degree of skill in personnel supervision (teaching).

The various acts of supervision must frequently be done on the spur of the moment, between two persons, and without any possibility of inspection or immediate correction. The harm done by any mistake can, at best, only be partially corrected.



It is important for success in supervision that the executive acquire in advance, through study and discussion, as much as possible of the necessary knowledge of the principles and techniques of personnel supervision.

(a) Good leadership and supervision come from within.

Throughout the study of basic principles of supervision and the methods of applying them to problems of personnel management, one very important fact should be kept constantly in mind. That is that effective leadership is the result of sound and logical thinking, fair and considerate feeling toward others, and a sympathetic understanding of people, rather than of "acting a part." It is the exact expression of the thoughts and feelings of the leader. It cannot be assumed as one would put on a coat. It must be based on the possession of certain qualities of body, of mind, of feeling, and of character which must either be possessed inherently or be developed by self-training and self-discipline--not by acting.

2. Supervision and human nature.

The art of stimulating, teaching, guiding, commending, and correcting those under our supervision is much more closely related than we generally think to that other art--the presenting of our merchandise to customers with skill and understanding--which we call salesmanship.

Personnel supervision is just one phase of influencing human behavior. The same basic principles which the department-store executive uses in his attempts to influence customers to buy merchandise should guide him in his supervision of salespersons. A full understanding of this is an important step toward acquiring skill in personnel supervision.

The supervisor who uses his understanding of human nature in his effort to secure the results he desires will be much more successful than one who uses as his principal tool the authority of his position.

An ability, and a willingness, to think in terms of the other person's wants is probably the most essential element making for success in personnel supervision and leadership--just as it is in salesmanship.

3. Placement of the right person on the right job.

- (a) Study the requirements of the particular position to be filled.
- (b) Get all of the facts.
- (c) Give personal appearance its proper weight--and no more.
- (d) Be sure that all working conditions are clearly understood.
- (e) Promote from within your own department.

4. Development of proper job attitude

Real selling of the job--creating a genuine interest in it and a strong desire for accomplishment--will eliminate much of the need for supervision and discipline, and often will cut down materially the time and effort necessary in teaching.

If a reasonably intelligent person is sufficiently interested in his job, he will, if necessary, find out for himself many of the details of how to do it, and will see that the work is done.

This selling of the job and making the new employee feel at home is worth much more time and effort than the average busy executive thinks he can afford to give to it.

Almost anyone's first few days on a new job are difficult, and there are trying days, particularly if the employee is beginning a new type of work. Any little word of encouragement or help the executive may be able to give the new worker will count much more than he may think in building that loyalty to the store which is so necessary for the best type of salesmanship.

And conversely, any careless or unjust criticism may create a sore spot which will take months to heal.

More can be done to make or mar the new employee's future success in the first few days than in weeks at any other time.

Even though the executive may have assigned the training of the new employee to an assistant or a sponsor, he should take some time himself to make the new person feel at home. This need not take much time. Often, just a thoughtful word, said at the right time, will be all that is necessary.

Work should always be assigned with some thought of what the job will do for the person as well as of what the person will do for the job.

In other words, after having decided upon the person for a task, the executive probably should use the same technique in assigning this task as he would use in selling a piece of merchandise or a service to a customer.

##### 5. Giving instructions to an individual.

Too often, instructions to an individual are given much more hastily than would be the case if these instructions were given to a group.

It is unfair to any subordinate to expect intelligent cooperation unless all necessary instructions are given fully, clearly, and with due regard for that person's feelings.

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